A Comparison of Two After School Strategies for Improving the Parenting Knowledge and Parenting Perceptions of Preschool Families Enrolled in a Title 1 Program

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A COMPARISON OF TWO AFTER SCHOOL STRATEGIES FOR IMPROVING THE
PARENTING KNOWLEDGE AND PARENTING PERCEPTIONS OF PRESCHOOL
FAMILIES ENROLLED IN A TITLE 1 PROGRAM

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ABSTRACT

A Comparison of Two After School Strategies for Improving the Parenting Knowledge and Parenting Perceptions of Preschool Families Enrolled in a Title 1 Program

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A parent is a child’s first educator in communication, social/emotional skills, motor development, and academics. As the achievement expectations placed on schools increase and the schooling population continually diversifies, the need to increase the overall parental involvement in schools and their ability to assist with academics in the home becomes more significant to ensure academic success for all children. By acquiring the fundamental parenting knowledge and skills, despite the barriers and additional disadvantages, parents can overcome daily obstacles, reduce family stress, and support developing proficient children. By encouraging positive parenting skills, parents can increase their parenting self-efficacy.

The purpose of this study is to identify the best communication strategies with families to increase parenting effectiveness using interactive teaching sessions or bilingual handouts with equivalent information. Additionally, this study examines the outcome of a parenting program designed for diverse parents with children attending a Title 1 school. The group design included 71 parents with children enrolled in a Title 1 half-day preschool program in a large urban school district in the Southwestern United States. Participants participated in either the Interactive Parenting Education Sessions (IPES), Informative Communication Newsletters (ICN), or the comparison group. IPES
participants attended eight one-hour sessions dedicated to various positive parenting strategies, as developed by the researcher, for eight consecutive weeks. ICN participants received eight newsletters dedicated to the same various parenting strategies as the session participants. The IPES consisted of (a) a review of previously learned materials, (b) new information, (c) whole group learning opportunities to implement the new skills, and (d) open forum for participants to ask for additional assistance from the researcher and other group participants. Participants in the ICN group received the same information as the IPES group only in a written format. ICN Participants received their newsletters on the Thursday prior to the IPES session. The ICN’s consisted of: (a) a review of previously learned materials, (b) new information, (c) guided learning opportunities to implement the new skills, and (d) contact information to reach the researcher should the reader have any questions.

The results revealed that the IPES group showed greater perceived self-efficacy than the ICN group and the comparison group. The results also revealed that the IPES group had greater session and overall program satisfaction in comparison to the ICN group.
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Table of Contents

ABSTRACT ................................................................................................................................. iv

ACKNOWLEDGEMENTS ........................................................................................................... vi

LIST OF TABLES ........................................................................................................................... x

CHAPTER 1 ................................................................................................................................. 1

INTRODUCTION .......................................................................................................................... 1

- History of Parent Trainings and Parental Involvement Policy ............................................. 2
- Parental Involvement in Schools and Barriers ........................................................................ 5
- Framework for Involvement .................................................................................................... 13
- Parental Involvement and Current Educator Knowledge ...................................................... 19
- Components of Successful Parenting Education Programs .................................................. 20
- Statement of the Problem ........................................................................................................ 22
- Purpose of the Study ................................................................................................................ 24
- Significance of the Study ......................................................................................................... 24
- Limitations of the Study ......................................................................................................... 28
- Definition of Terms .................................................................................................................. 28
- Summary .................................................................................................................................. 30

CHAPTER 2 ................................................................................................................................. 33

REVIEW OF RELATED LITERATURE ..................................................................................... 33

- Literature Review Search Procedures .................................................................................. 33
- Criteria for Selection ................................................................................................................. 34
- The Relationship between Parental Involvement and Achievement ...................................... 34
- Types of Involvement .............................................................................................................. 50
- Parenting Education Programs ............................................................................................... 53
- Parenting Education Programs as Specific Interventions ....................................................... 61
- Review of Literature Summary ............................................................................................... 63

CHAPTER 3 ................................................................................................................................. 67

METHODOLOGY ......................................................................................................................... 67

- Research Questions ............................................................................................................... 70
- Participants ................................................................................................................................. 72
- Setting ..................................................................................................................................... 77
- Instrumentation ....................................................................................................................... 79
- Materials ................................................................................................................................. 82
- Trainings ................................................................................................................................. 85
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Procedures</td>
<td>88</td>
</tr>
<tr>
<td>Fidelity of Treatment</td>
<td>101</td>
</tr>
<tr>
<td>Treatment of the Data</td>
<td>102</td>
</tr>
<tr>
<td>CHAPTER 4</td>
<td>104</td>
</tr>
<tr>
<td>RESULTS</td>
<td>104</td>
</tr>
<tr>
<td>Research Questions and Related Findings</td>
<td>105</td>
</tr>
<tr>
<td>Descriptive Statistics and Correlations</td>
<td>106</td>
</tr>
<tr>
<td>Fidelity of Treatment</td>
<td>113</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>114</td>
</tr>
<tr>
<td>CHAPTER 5</td>
<td>117</td>
</tr>
<tr>
<td>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>117</td>
</tr>
<tr>
<td>Discussion of Results</td>
<td>118</td>
</tr>
<tr>
<td>Conclusions</td>
<td>128</td>
</tr>
<tr>
<td>Practical Limitations</td>
<td>129</td>
</tr>
<tr>
<td>Recommendation for Further Research</td>
<td>129</td>
</tr>
<tr>
<td>Summary</td>
<td>131</td>
</tr>
<tr>
<td>APPENDIX A RECRUITMENT MEETING</td>
<td>132</td>
</tr>
<tr>
<td>APPENDIX B COVER LETTERS FOR PARTICIPATION</td>
<td>137</td>
</tr>
<tr>
<td>APPENDIX C PARENTAL EFFICACY SUBSCALE</td>
<td>146</td>
</tr>
<tr>
<td>APPENDIX D PARENT QUESTIONNAIRE</td>
<td>149</td>
</tr>
<tr>
<td>APPENDIX E PARENT EDUCATION SESSION EVALUATION</td>
<td>152</td>
</tr>
<tr>
<td>APPENDIX F PARENT EDUCATION PROGRAM EVALUATION</td>
<td>155</td>
</tr>
<tr>
<td>APPENDIX G FIDELITY OF PARENTAL EDUCATIONAL SESSIONS INSTRUCTION</td>
<td>158</td>
</tr>
<tr>
<td>APPENDIX H FIDELITY OF INFORMATIVE NEWSLETTER QUESTIONNAIRES</td>
<td>160</td>
</tr>
<tr>
<td>APPENDIX I SESSION OUTLINES</td>
<td>162</td>
</tr>
<tr>
<td>APPENDIX J INTERACTIVE PARENTING EDUCATION SESSIONS EXAMPLE</td>
<td>177</td>
</tr>
<tr>
<td>APPENDIX K INFORMATIVE COMMUNICATION NEWSLETTERS EXAMPLE</td>
<td>192</td>
</tr>
<tr>
<td>APPENDIX L SCHOOL APPROVAL LETTER</td>
<td>201</td>
</tr>
<tr>
<td>APPENDIX M DISTRICT APPROVAL LETTER</td>
<td>203</td>
</tr>
<tr>
<td>APPENDIX N CONSENT FORMS</td>
<td>205</td>
</tr>
<tr>
<td>References</td>
<td>208</td>
</tr>
<tr>
<td>VITA</td>
<td>218</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Demographic Information</td>
<td>75</td>
</tr>
<tr>
<td>Table 2</td>
<td>Descriptive Statistics of Parental Efficacy by Group</td>
<td>107</td>
</tr>
<tr>
<td>Table 3</td>
<td>Zero-Order Correlations for the Interactive Parenting Education Sessions</td>
<td>108</td>
</tr>
<tr>
<td>Table 4</td>
<td>IPES Fidelity of Treatment</td>
<td>114</td>
</tr>
<tr>
<td>Table 5</td>
<td>ICN Fidelity of Treatment</td>
<td>114</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

A parent is a child’s first educator in communication, social/emotional skills, motor development, and academics. However, the necessary tools and skills required for parenting are not innate. Parenting is a rapidly evolving experience that varies culturally, socially, and economically (Hoghughi, 2004). The first five years of any child’s life are critical in learning basic skills and knowledge, as well as developing critical skills required for future growth (Bowman, Donavan, & Burns, 2001). During these early years, children learn how to communicate, how to move their bodies, and begin to take care of their wants and needs independently.

Parental effectiveness is greatly affected by the numerous external pressures placed on parents. These external pressures include socioeconomics, the mother’s and father’s necessity to work outside the home, and the conflicting feelings and pressures experienced by these working family members. Support networks are weakening as the emotional, tangible, companionship, and informational support requirements of the individuals and their own families must be taken care of first. Finally, parents must also manage the emotional and physical consequences of parenting, including defining the appropriate boundaries for children that meet current societal pressures as well as family beliefs and values. Children are confronted with an ever-increasing amount of peer pressure, and parents must learn how to cope and manage these pressures along with their child.
In addition to the external factors, there are additional internal family pressures. These family pressures consist of the overall health of the family members, divorce and remarriage, the lack of a common parenting standard, developing and utilizing corrective discipline, and peer/family influences on parenting (Hoghughi, 2004). Although these barriers exist, a parenting commitment remains to empower children to become constructive, functioning, and productive adult citizens.

According to Hoghughi (2004), all individuals become parents with four prerequisites: knowledge and understanding, motivation, resources, and opportunity. All parents have some rudimentary knowledge based on their own childhood (Hoghughi, 2004); however, differences may exist between parents. These differences will cause variability in recognizing behaviors, and subsequently in distribution of rewards and consequences (Janz, 1996). These inconsistencies in expectations and consequences can hinder the effectiveness of parents. The primary strategy for improving family interactions and relationships is to provide parents with training and instruction in child development and care (Rogers Wiese, 1992).

**History of Parent Trainings and Parental Involvement Policy**

During the 20th century, parental roles and responsibilities have changed. In cases where both parents are working, childcare is often provided by non-family members, or children are left to take care of themselves (Henderson, 1981). Due to the internal and external demands placed on parents, often, parents depend solely on the schools to entirely educate their children (Baio, 2004). United States policy makers have created various programs in an effort to enhance the current education system. Various programs have been developed and modified that hold schools, and now teachers, accountable for
the progress made by students (Pallas, 2012). One of the crucial points included in every major policy created by the federal government within the last 25 years is on creating parental involvement initiatives (Domina, 2005).

In 1981, under President Regan and his administration, the National Commission on Excellence in Education was developed; and in 1983 the commission presented, *A Nation at Risk: The Imperative for Educational Reform* (U.S. Department of Education, 1983). The results presented in this report indicate that educational performance was declining. Four specific areas were targeted for reform: content, expectations, time, and teaching (National Commission on Excellence in Education, 1983).

In 1994, President Clinton signed Goals 2000: Educate America Act, into federal law (US Department of Education). Goals 2000: Educate America Act established eight distinctive goals for education reform. The eight areas are: school readiness; school completion; student achievement and citizenship; teacher education and professional development; mathematics and science; adult literacy and lifelong learning; safe, disciplined, alcohol and drug-free schools; and parent participation. Two goals (the first and eighth goals) specifically target parental involvement in education. The first goal emphasized the availability of high-quality, developmentally appropriate preschool programs for all children. This goal also identifies parents as the child’s first educator, and thus parents should have access to trainings and supports. The eighth goal indicated that schools will promote partnerships with parents to increase family involvement in their neighboring schools. Increasing parental involvement includes involving parents in the decision making process within the schools. In addition, schools are required to
create partnerships that meet the needs of parents in the home, including parents with children who are disadvantaged or bilingual, and parents of children with disabilities.

In 2002, President George W. Bush signed the No Child Left Behind Act (NCLB) of 2001 into law. Ten aspects of education are focused on in NCLB including improving the academic achievement of disadvantaged students; preparing, training, and recruiting highly qualified teachers and principals; language instruction for limited English proficient and immigrant students; promoting informed parental choice and innovative programs; flexibility and accountability; and Indian, Native Hawaiian and Alaskan native education. Specifically, Title 1 focuses on parental involvement in schools. Title I ensures that the educational needs of all children are attained; including low-achieving students in high-poverty schools, limited English proficient students, and students with disabilities. In addition, parents have the opportunity to participate in the education process of their children.

In NCLB, parental involvement is mentioned more than 900 times (Patrikakou, 2008). And for the first time in major legislation, a definition for parental involvement was provided:

Parent involvement means the participation of parent in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that (a) parents play an integral role in assisting their child’s learning; (b) parents are encouraged to be actively involved in their child’s education at school; and (c) parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. (Title IX, section 9101, p. 32)
In both Goals 2000 and NCLB, parental involvement became a central interest. Goals 2000 made parental involvement a national goal to be achieved by all schools; however, NCLB mandates programs and practices that create partnerships between school and home to be eligible for Title 1 funding (Epstein, 2010). Because of these mandates, the education infrastructure now requires parental involvement within the schools. Although due to the additional demands beyond parenting, creating positive collaborative relationships between parents and educators has become more difficult to achieve.

**Parental Involvement in Schools and Barriers**

Parental involvement evolves as the child develops, and especially so, once the child enters school. A parent, once required to provide all emotional, social, physical, and education needs in the home; is now expected to continue meeting these needs, but additionally support the requests of the school. Once a child enters school, parents are asked to assist educators by initiating learning experiences in the home, such as: assisting and monitoring homework, reading with/to their child, playing educational games, and discussing current events. Additionally, parents are also asked to participate in the classroom, contribute to the school organization and school administration (Anthony, 2008; Javis, 2003).

There have been numerous studies that recognize the positive connection between parental involvement and academic achievement (Bodenstab, 2011; Fan & Chen, 2001), and additional academic achievement for disadvantaged children (Lin, 2003) regardless of the grade level (Scott, 2007). Parental involvement is also associated with additional student and school successes, such as: increased attendance, increased academic
development (Domina, 2005; Macron, 1999), higher graduation rates, less grade level retentions, higher school satisfaction, and fewer discipline problems (Domina; LaRocque, Kleiman, & Darling, 2011). Students with involved parents have richer vocabularies, and are more likely to become active participants in their environment (Swick, 2007).

In addition to student achievement and school success, there are additional advantages of parental involvement for the student and their families, the teacher, and their school. Teachers have better insight into their student’s needs. When parents communicate openly with teachers, they are more in tune to the specific needs of their student’s and can better develop lessons to promote academic success (Domina, 2005; LaRocque, Kleiman, & Darling, 2011). Teachers may identify possible learning problems earlier and coordinate educational efforts with the parents that can be implemented in both the school and the home (Bracke & Corts, 2012). Both parents and teachers are familiar with the student’s academic progress and the parent-teacher relationship is more respectful (Domina; LaRocque, Kleiman, & Darling), cooperative, and collaborative.

Families involved on the school campus felt more informed about school procedures and campus events. Involved parents were more aware of teacher’s expectations for their child (Domina, 2005; LaRocque, Kleiman, & Darling, 2011), and parents felt they were able to better support their child’s participation in the school (Peterson, 2008). Parents had increased school satisfaction, improved perceptions towards teachers, and resulted in parents having higher education expectations and aspirations for their child (Domina; LaRocque, Kleiman, & Darling).
Parental involvement is an indicator of strength between the home and school relationship (Epstein, 2010; Scott, 2007; Ventura, 2009). Domina (2005) suggests that parental involvement has three positive outcomes for schools. First, when homework is supervised by parents, they express their beliefs and values about the importance of schooling with their child. Second, when parents are involved and volunteer in the classroom or school, they build positive working relationships with the teachers and other parents, which make it easier for parents to monitor behavior and the teachers’ practices. Third, when parents are involved, they have access to ‘insider’ information. Parents learn of student problems earlier and are more aware of possible solutions. However, the main reason to create partnerships between home and school is to help all children succeed in school and later in life (Epstein, 2010). School characteristics and the beliefs of parental involvement within a school play a critical role in encouraging parent participation (Mulligan, 2005).

**Barriers and Solutions**

Often families are confronted with barriers that interfere with their ability to become involved in their child’s school day. Family ethnicity has been shown to impact the involvement, with Caucasian families participating most often (Graves, 2006; Mulligan, 2005). African American families report having high communication with teachers, and appear to take a more active approach in their child’s education (Wong & Hughes, 2006). Caucasian and African American families feel they share more educational responsibilities compared to Hispanic families (Wong & Hughes). Spanish-speaking Hispanic families have been identified as having the least participation in
parental involvement activities (Wong & Hughes). Wong and Hughes indicate that this lack of Spanish-speaking Hispanic involvement may be due to language difficulties, lack of instructional skills, and lack awareness of the American education curriculum.

Families also face economic limitations that impact parental involvement in schools (Graves, 2006). Families in the lowest income range are the least involved in schools; and on the contrary, families in the highest income range are the most involved in schools (Bodenstab, 2011; Van Velsor & Orozco, 2007). Parents may be faced with inflexible work schedules and work commitments that do not allow for parents to take time away (Van Velsor & Orozco). Schools should provide families that are physically unable to attend school functions with additional opportunities outside of the school hours (LaRocque, Kleiman, & Darling, 2011). This accommodation for the family may allow more parents the opportunity to become involved. This includes having evening and early morning conference hours, in addition to allowing parent-teacher conferences to be conducted over the phone or at off-site locations (LaRocque, Kleiman, & Darling). Allowing parents to complete tasks at home during the parents’ free time, will also build a working relationship between the classroom teacher and the parent.

A barrier that hinders parental involvement is a lack of communication between school and home (LaRocque, Kleiman, & Darling, 2011). Too often what happens at home, stays at home; and what happens at school, stays at school. Developing an open and frequent line of communication that shares what is happening in each setting would assist both parents and teachers to identify with the other party. When written communication is provided by the school, parents may be intimidated by the use of professional language jargon. Often this language confusing for the reader; this is
especially so for families with children diagnosed with disabilities (LaRocque, Kleiman, & Darling). Furthermore, educators need to extend and obtain communication opportunities with fathers, as educators typically communicate primarily with the mother (Anthony, 2008). Additional communication solutions, besides newsletters and notes, include connecting with parent through emails, phone calls, parent-teacher conferences, open houses, and open door policies (Bullard, 2008).

Another barrier is the parent’s feeling of inadequacy in promoting academics, and their negative attitude toward school (LaRocque, Kleiman, & Darling, 2011). Some parents may have negative feelings about school because of their low level of education (Bracke & Corts, 2012), or they may not have been academically successful themselves (LaRocque, Kleiman, & Darling). The parent’s formal education background affects the current beliefs they have about their child’s education. Families with more formal education tend to value the importance of education more than those who have little formal education (Anthony, 2008). When educators are attempting to promote involvement with these individuals, it is important to stress that content knowledge is not necessary, and they can focus on the non-academic areas that promote academic success. Parents can provide a regular place where homework can be completed and monitored to ensure successful completion. Finally, parents ill know whether or not they need to contact the classroom teacher if their child is struggling with their school work (Bracke & Corts).

A parent may also feel they are failing as a parent and possibly express feelings of poor self-worth (LaRocque, Kleiman, & Darling, 2011). For these parents, they should be reassured of their efforts and provided with encouragement in an effort to make the
parent(s) feel more comfortable and confident within the school setting (Bracke & Cortes, 2012). Schools personnel, teachers, and students should regularly invite parents to become more involved to enhance their active involvement (Hoover-Demsey, Walker, Sandler, Whetsel, Green, Wilkins et al., 2005).

Parents may also identify the school climate and teacher attitudes as additional barriers (Van Velsor & Orozco, 2007). Parents may not feel valued by teachers or school administration when participating at the school. Teachers may view the parents’ involvement as obstructing their ability to work in the classroom. Schools with lower socioeconomic families are less likely to promote parental involvement opportunities (Hill & Taylor, 2005). These families should be reinforced that their commitment to education is valued and appreciated.

Families with more than one child face additional burdens (Van Velsor & Orozco, 2007). When volunteering in the school, often school sites do not provide daycare for younger children and teachers often request that parents do not bring younger siblings into the classroom. In order for these parents to become more physically involved, they are responsible for locating and securing childcare. Solutions to this scenario include providing childcare within the school for parents and also allowing parents to complete helpful classroom tasks at their convenience in the home.

Lack of transportation also affects the parents’ ability to become more physically involved in school (Van Velsor & Orozco, 2007). A solution for families with transportation barriers is for schools to host evening involvement opportunities and provide off duty school busses to pick up families to promote attendance. Also, having
parent meeting opportunities away from the school grounds and closer to the family homes can also decrease or eliminate the transportation obstacle.

When creating parental involvement obstacle solutions, educators must look beyond volunteering in the classroom or on school grounds as the only way for parents to be involved (De Gaetano, 2007). Parents can attend fieldtrips with the class, eat lunch with their child, complete activities provided by the classroom teacher, aid with school fundraising, and assist with classroom and school organizations (Bullard, 2008).

**Additional Barriers Placed on Multicultural Families**

Beyond the typical barriers placed on families, culturally diverse families must navigate through additional burdens that hinder their ability to be physically involved in schools. Culturally diverse families are often viewed as having low school parental involvement. One reason for this is the current beliefs held by educators. Ventura (2009) specifies that our current educational beliefs are derived from European middle class values that have been passed on through the school system over numerous decades. It is anticipated that culturally diverse families conform to this system of expectations, values and beliefs, but often these families are not aware of or do not understand these educational expectations (Colombo, 2004; Van Velsor & Orozco, 2007). A resolution to this barrier includes informing culturally diverse families of current educational (within the school and nationwide) expectations. To promote parental involvement in schools for families from diverse cultures and lower socioeconomics, De Gaetano (2007) suggests that a focus should be placed on the different cultures and specifically dealing with realities within their lives.
Educational professionals must also be aware of various cultural nuances. Every culture has different values and beliefs about education (LaRocque, Kleiman, & Darling, 2011). Parental involvement beliefs vary based on the family ethnic backgrounds and values. For example, children from Latin American and Asian cultures show respect by avoiding eye contact with authority figures. In the current American education system, this lack of eye contact could easily be mistaken for being disrespectful, inattentive, or a warning sign for various disabilities. Learning and accepting cultural differences is imperative when working with these families from diverse culture and socioeconomic backgrounds (Domina, 2005).

Language minority families are also less involved in schools (Domina, 2005; Mulligan, 2005). In comparison to English speaking families, language minority families have increased challenges beyond the typical communication barriers. Schools may provide families with school communication, but the communication may not always be interpreted or translated into the correct language for families. During school meetings, schools are not always equipped with translators or with an individual able to speak the various languages within the school. Providing translations of written and verbal communications are necessary to improve home-school communications (Mulligan, 2005) and aids in creating a sense of family-school awareness and confidence in the school (LaRocque, Kleiman, & Darling, 2011).

Mulligan (2005) suggests that when a translator is not available, that educators avoid using children because the message and its content could be misunderstood and/or mistranslated to the adult. In addition, using children as a translator for adults upsets the parent-child relationship (LaRocque, Kleiman, & Darling). Allowing the parents to bring
in a personal translator, like a friend or neighbor, will allow educators to conduct the meeting and create a positive relationship with the parents.

As complex as these barriers can be for attaining parental involvement in school, these additional obstacles can be mediated with proactive school planning to promote future parental involvement and improve student achievement (Chavkin & Williams, 1990).

**Framework for Involvement**

Students with frequent home and school interactions are more likely to internalize the importance of school, work hard, help their peers, become creative thinkers, stay in school, and have a much greater chance of developing into healthy, knowledgeable, responsible, and caring adults (Patrikakou, 2008). There are various frameworks for promoting parental involvement in our schools. The Parental Involvement Continuum (Cervone & O’Leary, 1982) identifies a progression of parental involvement from passive participants to more active partners in education. Cervone and O’Leary identified four areas of parental involvement: reporting progress, special events, parent education, and focusing on academic preparedness within the home. Within each of these four involvement areas, parents have the opportunity to act upon the continuum from participating in a more passive role, by simply acknowledging what is happening in the classroom, to a more active role. This continuum brings attention to the need a variety of activities to promote parental involvement (Cervone and O’Leary).

An additional, and frequently utilized model for parental involvement, is Epstein’s Framework (2010). This framework highlights six types of parental involvement and the crucial traits for developing collaborative parent relationships while
creating more comprehensive and appropriate programs for parents. The types of involvement include: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein). Involvement in each of these areas is dependent upon the family, teacher, and the school climate. Presented below are the key aspects of Epstein’s (2010) framework including definitions; benefits for students, parents, and teachers; challenges in implementation; and examples of the six parental involvement types.

**Parenting**

Parents are expected to create a home environment that encourages education (Epstein, 2010). The child’s benefits of educational encouragement include fostering a respect for parents; passing on of positive beliefs and values from parents; developing a healthy time balance between homework, chores, and other activities; good attendance; and awareness of the importance of school. When parents are involved in their child’s education, their knowledge and ability to assist their child is enhanced. Benefits for the parents include: an awareness of child development and improving parent confidence, self-awareness and awareness of others’ challenges, and the ability to receive support from the school and other parents (Epstein). Teachers have a greater understanding of family background, cultures, concerns, goals, and needs of the family. In addition, this understanding manifests a respect for parents and their strengths and efforts in the education process. Teachers develop an understanding of the child and the family diversity and can take this opportunity to share their knowledge with families (Epstein).

Examples of parenting involvement include: parenting workshops to improve parenting skills; suggestions from educator for home condition improvement that foster
learning for each grade; participating in child-parent communication; workshops on health, nutrition, and other community services; and participation in neighborhood meetings to better understand the need of the school and the families (Epstein, 2010). A challenge in facilitating parental involvement is the educator’s ability to provide relevant information to all families, not just those able to attend the workshops. In addition, all information utilized in the workshops should be presented in a way to promote the child’s success in school.

**Communication**

Communication is defined as designing effective two-way sharing of information between home-and-school, with the purpose of informing parents about school activities and student progress while allowing teachers potentially crucial insight into specific family dynamics (Epstein, 2010). Benefits for students include self-awareness of progress and opportunities for learning actions for skill improvement. In addition, students are more conscious of school policies on behavior, attendance, and other academic conduct rules and are more capable of making mindful academic choices. Parents are more aware of school policies, programs, mindful of student achievement, and more capable of responding to student problems effectively (Epstein). Teachers have the ability to be aware of family views on programs and to gain an awareness of parent perceptions on student progress. Teachers have the ability to discover the best communication opportunities for each family and to increase their ability to communicate effectively (Epstein).

Challenges in communication include establishing clear communication opportunities between home and school, and considering accommodations for parents
who do not speak English, have difficulty reading and or require large print. Another challenge includes improving the clarity, readability, overall quality, and frequency of communication means (Epstein, 2010). Examples of successful communication include: parent-teacher conferences, the use of translators for non-English speaking parents, frequent progress reports for parents to review and comment on student progress, and the development of a regular schedule for dissemination of notices and updates so parents are more attentive to pertinent school information (Epstein).

Volunteering

Epstein defines volunteering as parents actively participating in and serving as an audience to support students and the school programs (Epstein, 2010). Students receive more individualized attention and additional support in specific targeted learning skills which result in the ability to improve their communication skills with adults. Students have a social opportunity to acknowledge skills, talents, occupations, and contributions of the volunteers. Parents are more likely to recognize the teacher’s job, and feel more confident in participating in homework (Epstein); parents feel valued and appreciated in the school, demonstrate an increase in their comfort level and self-efficacy in their ability to positively work in the school. Parents have the opportunity to participate and make mindful decisions on steps to improve education. Teachers are made aware of parents’ talents and create opportunities to utilize these skills (Epstein), and have the ability to grant more individualized attention to students requiring additional assistance.

Scheduling flexibly to include working parents remains a challenge for recruiting volunteers. Additionally, the amount of time to recruit, set up for, train, and ensure the talents of the volunteer are maximized is a challenge when scheduling volunteers.
Positive examples of volunteering include constructing a parent room or family center as a meeting place for providing additional resources for families. Additional suggestions include surveying families to identify talents, times, and availability of willing volunteers, and parent patrols to assist in the development and implementation of school programs (Epstein, 2010).

**Learning at Home**

Learning at home is defined as parents involved with their children in academic activities at home (Epstein, 2010). Parents are more skilled in providing support, encouragement, and awareness of their child as a learner when they are involved in the learning process in the home. Teachers will be more satisfied with the perceived family support (Epstein) when students are displaying efforts of learning at home.

Challenges in creating learning experiences at home include designing a homework schedule that accounts for additional extra-curricular activities, and creating activities that rely on parents and students to communicate about content (Epstein, 2010). Examples of creating effective learning opportunities at home include informing parents of required content standards and suggestions for continuing and improving these skills at home; providing learning opportunities to discuss homework policy, discussing expectations of completing homework; and developing calendars with activities for parents and students to complete to ensure students interact and discuss with their family.

**Decision Making**

The fifth type of involvement is decision making. Decision making is when parents are involved in school decision making, governance, and advocacy (Epstein, 2010). Parents progress to parent leaders and educational representatives on committees
and boards. Students are aware of family influence in school decisions, and their rights are protected (Epstein). Parents are more aware of the school, district, and state policies and have the ability to contribute to the policies that affect children. Parents develop connections with other families in the school and develop a sense of ownership in the school. Teachers are more aware of parent perspectives and view parents as equals in committees and in leadership roles (Epstein).

Challenges include recruiting parent leaders from all racial, ethnic, socioeconomic, and other groups which are reflective of the diversity within the school. A second challenge is in decision making, which involves allowing students to participate in the decision making opportunities. Constructive examples include active parent organizations, advisory councils; advocacy groups to lobby for education reform, and providing information on school or local elections for school representation (Epstein, 2010).

**Community**

The final type of involvement is collaboration with the community. As the community becomes integrated with school activities they strengthen the various programs, family practices, and hence student achievement (Epstein, 2010). Students have the awareness of careers and future education, as well as increased skill development through enhanced curriculum and extracurricular experiences. Parents are more aware of local resources available and have the opportunity to interact and create working relationships with resources in their community. Teachers have the awareness of community resources increasing their ability to enrich the curriculum and instruction.
Challenges include informing parents of all the available opportunities for assistance, plus discussing and effectively solving logistical concerns about programs. An example of community awareness in parental involvement includes providing information on community health, cultural, recreational, and social supports to families (Epstein, 2010).

Creating home-school partnerships can improve school programs, improve the school climate, provide families with needed supports, assist teachers with their work, increase parents’ knowledge and leadership, develop strong bonds between students, schools, and their community, and finally help all children succeed (Epstein, 2010).

**Parental Involvement and Current Educator Knowledge**

Teachers are the connecting link between the families and the educational process. Patrikakou (2008) states that successful implementation of parental involvement strategies in schools depends on a teacher’s perceptions, policies, and practices. Teachers agree that parental involvement contributes to more successful student achievement and a positive school climate. However, one third of teachers believe it is their responsibility to involve families, and only half of teachers believe that they can change parent behaviors (Patrikakou, 2008).

Teachers may harbor these beliefs due to the lack of preparation in understanding and implementing parental involvement strategies. According to Patrikakou (2008), only a few colleges and universities offer courses in parental involvement or collaboration; often this class is not required. Additionally he states, that some universities and colleges report including the discussion of specific topics related to parental involvement in other courses.
Schools are now required to involve parents in a variety of ways, and practitioners are required to provide learning opportunities to parents; yet, they are not aware of the strategies to employ or effectiveness of various programs. Patriakakou (2008) suggests that pre-service teachers have a comprehensive understanding of the benefits and effective practices for parental involvement.

**Components of Successful Parenting Education Programs**

Epstein’s Six Types of Involvement (2010) highlights the focal areas to promoting parental involvement. Providing parents with learning opportunities in each of these six areas allows the parent participants the opportunity to gain the knowledge and consequently provide their children with the necessary learning experiences, learning environment, and learning atmosphere to promote academic and school success.

Parenting education can decrease typical parenting stresses, increase the effectiveness and productivity of the family, improving the family relationships and cohesion (Janz, 1996; Rogers Wiese, 1992). By encouraging positive parenting skills, parents can increase their parenting self-efficacy (Lucas, 2011). The more self-efficacious the parent feels, the more likely the individual is going to participate in home-based activities (Iruka, 2005). In addition to self-efficacy, participation in parent education allows for parents to create social networks that can an additional family resource (Dunn-Shiffman, 2011). Parenting programs can provide participants with the necessary skills they will need to meet the current parenting demands. In addition, participants will be anticipatory of future circumstances and be more prepared to proactively solve any given situation thus easing the potential stress of the unknown on the family (Janz).
Multicultural components to parent education programs

A multicultural approach to parent education should utilize non-traditional strategies including conducting meetings during off school hours and housing these meetings off the school campus (Floyd, 1998). Program creators should be knowledgeable of the community and understand the needs and opportunities of the potential participants (LaRocque, Kleiman, & Darling, 2011; Van Velsor & Orozco, 2007). Participants in the programs should assist in the creation/inclusion of the topics to be included during parent trainings (De Gaetano, 2007; Van Velsor & Orozco). When participants assist in the creation of the program, the participant acquisition of the presented materials increases. Parent education programs should also include hands on learning activities for the participants (Kerr, 2005). Participants should have the opportunity to celebrate their cultural differences within the program. This allows participants to gain an understanding of others and participate in learning experiences beyond their culture (Kreider & Lopez, 1999; Van Velsor & Orozco).

Parenting programs should focus on creating open communication opportunities for the participants and session leaders. Participants should have the opportunity to share their experiences and information with others in the group (Kerr, 2005). Native language translations and transcriptions of paperwork and all materials presented should be provided for all program participants (De Gaetano, 2007; Mulligan, 2005).

Providing parenting programs in a group setting is advantageous for the program administration and participants (Kerr, 2005). Many of these individuals participating in group sessions are often from the same community and may have experienced some of the same difficulties. Participants have the opportunity to build and maintain a support
network, which can be utilized during the implementation of the program and post intervention as an additional resource in creating positive solutions (Janz, 1996; Kerr). Utilizing the various strategies will enhance the parental involvement activities within the school, and contribute to the creation of a positive home-school climate (Patrikakou, 2008).

**Statement of the Problem**

Parents provided with fundamental parenting knowledge and skills may overcome daily obstacles, reduce family stress, and support in developing proficient children (Lucas, 2011; Roger Wiese, 1992). By encouraging positive parenting skills, parents can increase their parenting self-efficacy (Lucas, 2011), and manage or reduce barriers that might obstruct their ability to become more active participants in their child’s education. Consequently, attempting to increase parental involvement in schools and improve the learning opportunities for students.

The changing demographics within our schools signify that parent trainings should be created and designed to meet the needs of diverse populations. Families have different needs and require different learning opportunities (De Gaetano, 2007; Kerr, 2005; Kreider & Lopez, 1999; LaRocque, Kleiman, & Darling, 2011). Cultural differences and misunderstandings may inhibit the ability of the participants to obtain potential benefits provided during an education program (Kreider & Lopez; Van Velsor & Orozco, 2007). In order to optimize the parental involvement levels of all parents, further exploration of a multicultural parenting education program is essential.

A review of literature identified parenting programs designed for Chinese families (Lau, Fung & Yung, 2010), African American families (Myers, Alvy, Arrington,
Richardson, Marigna, Huff et al., 1992), young parents (Florsheim, Burrow-Sanchez, Minami, McArthur, Heaving, & Hudak, 2012; Robbers, 2008), incarcerated mothers (Newman, 2011), parents with intellectual disabilities (Wade, Llewellyn, & Matthews, 2008). Additionally, literature has identified parenting programs to prevent child abuse and neglect (Barth, 2009), to assist children with internalization problems (Cartwright-Hatton, McNally, White, & Verduyn, 2005), for reducing disruptive behaviors in children (Gavita & Joyce, 2008), and for reducing disruptive behaviors in disadvantaged areas (McGilloway, Mhaille, Furlong, Leckey, Kelly, Bywater, Comiskey, & Donnelly, 2012). However, a search to identify any programs designed to provide parenting education to a diverse parent group with children attending preschool revealed little findings.

Providing parents with a parenting education program during the preschool years will potentially increase parental self-efficacy and promote further parental involvement during their child’s academic career. Children who had strong family collaboration during early childhood programs have higher cognitive and language skills than children who did not participate; they have also increased emotional learning and engaged in less risky and delinquent behaviors later in life (Patrikakou, 2008). Often preschool programs require attendance in monthly meetings to meet the requirements of a Title 1 program (NCLB, 2001); however, due to a variety of barriers placed on families, often families are having to decide between attending these meetings or meeting the needs of their family (i.e., financially, physically, emotionally). Utilizing a parent program designed specifically for multicultural families has the potential for increasing student academic success and promotes parental involvement through their child’s educational careers.
**Purpose of the Study**

The purpose of this study is to identify the best communication strategy to increase parenting effectiveness using Interactive Parenting Education Sessions or Informative Communication Newsletters. Additionally, this study examines the outcome of a parenting program, *Positive Parenting*, created specifically by the researcher for culturally and economically diverse parents with children attending a Title 1 program.

Specifically, the study addresses the following questions:

- **Research Question 1**: Did the Interactive Parenting Education Sessions improve the participant’s perception of parenting knowledge skills when compared to the Informative Communication Newsletters and the comparison group?

- **Research Question 2**: Did the Interactive Parenting Education Session and the Informative Communication Newsletters prove successful in increasing positive parenting perceptions?

- **Research Question 3**: Did the participants in the Interactive Parenting Education Sessions show an increased overall approval rating in comparison to the Informative Communication Newsletter group?

- **Research Question 4**: Did the participants in the Interactive Parenting Education Sessions and the Informative Communication Newsletter show an increased trend of growth?

**Significance of the Study**

As the public school population continues to diversify (NCES, 2012), the need to increase the involvement of parents in schools becomes a priority (Bodenstab, 2011). In
addition to increasing parental involvement, ensuring all children achieve academic success is essential (Bracke & Corts, 2012). One way to improve parental involvement may be through encouraging effective parenting skills, informing parents of educational expectations, and increasing parent self-efficacy perceptions (Mendez-Baldwin, 2001). Providing this educational opportunity to parents enrolled in a preschool program may increase their potential ability to become more physically involved in their child’s education.

Effective parenting programs focus on building positive parenting procedures, including: managing challenging behaviors, developing expectations, reducing parenting stress, and improving home learning opportunities (De Gaetano, 2007; Kerr, 2005; Kreider & Lopez, 1999; LaRocque, Kleiman, & Darling, 2011). Parenting programs have previously been designed to meet the needs of various ethnic groups exclusively (Garcia, 2006; Janz, 1996; Lau, Fung & Yung, 2010; Myers et al., 1992; Wessel, 2005). However, a need for creating a multicultural parenting program is essential due to the continual transformation of our school populations; our schools are becoming more of a global village, and genuine cultural variations are increasingly difficult to identify (Cohen, 2006).

Presenting fundamental parenting skills and information while addressing current participant concerns during the sessions; The Positive Parenting program has a potential to: (a) increase parenting capabilities, by providing participants with positive parenting knowledge; (b) enhance the parenting effectiveness for a cohesive family environment, by providing participant with numerous strategies and techniques to best meet the family’s needs; (c) increase understanding in educational beliefs and systems, by
providing culturally diverse families with the educational expectations; and (d) foster increased parental involvement by providing encouragement and building parental confidence in a safe and nurturing atmosphere.

In this study, parents will be provided with eight *Positive Parenting* strategy interventions. The topics for the eight sessions include: an introduction to the *Positive Parenting* strategies; developmental milestones for 4 & 5 year-olds; talking, building and maintaining positive communication with young children; developing schedules, rules, and routines; understanding behaviors; developing expectations of home and school, dealing with stress and developing support systems, and discussing how the program can been utilized in the home. Each of these sessions follows guidelines for creating parent partnerships as presented by Epstein (2010). In addition to following the guidelines for creating successful parenting programs for culturally and economically diverse families, all sessions will be conducted simultaneously in English and Spanish to alleviate any language gaps (Cassity & Harris, 2000).

All presentations and newsletters will be presented in both English and Spanish (Mulligan, 2005). Sessions are held during a time typically utilized by the preschool staff for parent and student supports. As parents are already aware of this allotted time, transportation and childcare barriers should already be mediated. The interactive sessions will be provided in a group setting (Kerr, 2005), enabling participants to create social networks (Janz, 1996), to allow for maximum participant exposure to the materials, and allow participants to share their own experiences (Kerr). Within the sessions, participants will be informed of current educational beliefs (Colombo, 2004; Van Velsor & Orozco, 2007) regarding assisting culturally diverse families while maximizing the teacher and
family relationship in order to understand current expectations. By following the various guidelines of a successful parenting program, a cognizant effort has been made to meet the needs of the participants creating home-school partnerships desired.

The limited amount of research exploring the most effective way to communicate parenting strategies to diverse families and families with low socioeconomics, necessitates the need for further research. Current research in the field appears to focus on one subgroup only, as opposed to working with all the families located within a school setting (Florsheim et al., 2012; Lau, Fung & Yung, 2010; Myers et al., 1992; Robbers, 2008). Additionally, the literature has not reported any comparisons for providing positive parenting techniques through two different delivery types: interactive sessions or supplementary informative communication. Participants will be provided with two information delivery types; either eight Interactive Education Parenting Sessions or eight Informative Communication Newsletters. The comparison group will not participate in any sessions or receive any newsletter. This study will determine the efficacy of both delivery methods, as well as determine the perceived parent perception of the effectiveness of the Positive Parenting strategies.

Further exploration into the delivery methods for presenting educational information to parents is necessary. In this study, culturally and economically diverse families with children attending a Title 1 program will be exposed to Positive Parenting strategies. The study investigates two delivery models, Interactive Parenting Education Sessions and Informative Communication Newsletters, to determine the efficacy of both the parenting education program as well as the efficacy of the delivery methods.
Limitations of the Study

This study was limited geographically to one urban school in the southwestern United States. The school population consists of children from culturally and socioeconomically diverse families. The limited sample size utilized in data collection makes generalization to the entire population difficult. In addition, there is no guarantee that participants from the Interactive Parenting Education Sessions, the Informative Communication Newsletters, or the control group did not discuss the information or share the written materials provided during either the Interactive Parenting Education Session or the Informative Communication Newsletter. Caution should be used with regard to generalizing the findings from this study to other populations in different schools, different parts of the United States, or differing demographic characteristics.

This study was limited to the literacy levels of the divers participants in the Interactive Parenting Education Sessions, the Informative Communication Newsletters, and comparison groups. The group participations consisted of individuals with varying educational and literacy levels. There is no guarantee that all participants comprehended the presented material, particularly those participating in the Informative Communication Newsletters and the comparison group. No discussions were held with these participations about the content to ensure comprehension of the information. Caution should be used with regard to generalizing the findings from this study to other populations with varying literacy levels.

Definition of Terms

Barriers. Conditions that inhibit the development of parent and teacher relationships, including: cultural, social, emotional, economic, and linguistic (Ventura, 2009).
**Diversity.** Within any group there are vast differences in wealth, income, education, and lifestyle (Lindsey, Robins, & Terrell, 2009)

**Effective Parenting.**

Carrying out the responsibilities of raising and relating to children in such a manner that the child is well prepared to realize his or her full potential as a human being. It is a style of raising children that increases the chances of a child becoming the most capable person and adult he or she can be (Alvy, 2012, p. 1).

**Family Involvement.** Parent or caregivers investment in their child’s education (LaRocque, Kleiman, & Darling, 2011).

**Informal Parent Participation.** What parents do at home to help their children’s learning (De Gaetano, 2007).

**Informative Communication Newsletters.** Written information provided to participants in order to share information about the *Positive Parenting* strategies

**Interactive Parenting Education Session.** Actively attending a *Positive Parenting* strategies session to order gain information related to the purpose of the meeting and interact with a trainer and additional participants.

**Parents.** All those who are the children’s caregivers in the home: grandparents, aunts, uncles, or older siblings who may be biologically related to children. Other caregivers, however, may not be biologically related; rather, they may be legally appointed guardians or persons who were entrusted by one or both of the biological parents with raising their child(ren) (De Gaetano, 2007).

**Parent education.** Methods of providing parents with information, awareness, strategies, knowledge, and skills to be effective parents (Janz, 1996).
**Parental involvement.** Parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 1995).

**Positive Parenting strategies.** An intervention developed for families of multicultural and socioeconomic diverse backgrounds. The Positive Parenting intervention focuses on providing skills and strategies that can be utilized in the home of families with young children. The programs focus is on providing parents with information on: developmental milestones for children ages 4 and 5 years; talking, building and maintaining positive communication with young children; developing schedules, rules, and routines; understanding behaviors; developing expectations of home and school, dealing with stress and developing support systems, and discussing how the program can been utilized in the home.

**Title I.** Ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments. This purpose can be accomplished by meeting the educational needs of low achieving children in our nation’s highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance (NCLB, 2001).

**Summary**

Parent participation in schools continues to be a priority in achieving the parental involvement initiatives. Numerous positive connections between parental involvement and academic achievement have been identified (Bodenstab, 2011; Fan & Chen, 2001). However, as great as the benefits of parental involvement are, internal and exterior
barriers placed on families inhibit their ability to participate. In an attempt to assist families with managing these barriers and promote additional parental involvement, parents should be provided with supports to assist them in increasing their self-efficacy. One such support includes providing parents with trainings and instruction (Rogers Wiese, 1992).

Providing parent(s) with parenting skills has been reported to increase school success (Domina, 2005; LaRocque, Kleiman, & Darling, 2011; Macron, 1999; Scott, 2007; Swick, 2007). Current parent programs advocate for the inclusion of specific topics: positive control, managing stress, building and maintaining structure in the home, and developing working family systems. Additional considerations should be utilized when creating a multicultural parent program: bridge the language gap and create open communication between participants and the instructor, expand family involvement beyond the classroom, utilize non-traditional strategies, be knowledgeable of the community and understand the needs and opportunities of the potential participants, include hands on learning activities, celebrate their cultural differences, provide the intervention in a group setting, allow opportunities to build, and maintain support networks.

Providing participants of a parenting program with two diverse delivery methods may provide insight to improving parental involvement for all families; especially for families with diverse cultural backgrounds, and for families that may not understand the current educational expectations schools place on families. The purpose of this study is to provide Positive Parenting strategies to culturally and economically diverse families with children attending a Title 1 program. Additionally, this study examines the efficacy
of the Interactive Parenting Education Session and Informative Communication Newsletters compared to the comparison group.
CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter has three purposes. The first objective of this chapter is to summarize and analyze existing literature related to parental variables and parental involvement. The second objective is to summarize and analyze existing literature related to parental involvement and ethnicity. The third objective is to summarize and analyze existing literature related to parenting programs.

Literature Review Search Procedures

A systematic search through computerized databases included: (a) ProQuest – UMI Digital Dissertation Database, (b) Education Resources Information Center, (c) H. W. Wilson Company, and (d) Sage Journal online. The descriptors that were used include: parent involvement, parent involvement and achievement, parent involvement and academic achievement, parent involvement and preschool, parent involvement and variables, parent involvement and variables and preschool, parent involvement and variables and elementary, English language learners and preschool, English language learners and school, English language learners and parent involvement and preschool, parent involvement and school, improving parent involvement, parent education strategies, parent education programs, parent education programs and parenting skills, parent training, parent training strategies, parent perceptions of involvement, parenting classes and education, parenting education and parenting classes, parenting and classes and effectiveness, and communication and parents. Also during the review process, a reference review from the obtained articles was conducted.
The initial systematic search was directed toward parent involvement and parent programming for prekindergarten and preschool families; however, due to the limited nature of research in this area (Baker & Soden, 1998 & Patrikakou, 2008), the search areas were broadened to include elementary education.

**Criteria for Selection**

Studies were included in this review if: (a) the procedures and results were published between 1996 and 2012, (b) the purpose of the study was to examine parent involvement and variables to involvement, parent involvement and academic achievement, parent involvement and ethnicity, or parenting education programs, and (c) participants were parents or guardians of children in preschool or elementary school. Studies were excluded from this review if: (a) the purpose was to identify parental involvement beyond eighth grade, (b) was conducted outside of the United States, and (c) the participants had children diagnosed with any developmental, low incidence, or high incidence disabilities.

**The Relationship between Parental Involvement and Achievement**

Parental involvement positively impacts academic, social and emotional learning of children (Patrikakou, 2008). Parental involvement remains a complicated subject, as the decision to be involved depends on the parents’ willingness and capabilities. The commitment and effort of parental involvement is a continuum from less involved in the home to extremely involved in both the home and school environments. Individual parental variables may predict the amount and/or type of parental involvement.

Myrick (2000) conducted a study to investigate the relationship between parental involvement and school readiness skills. The researcher focused on the relationship of a
mother’s educational level, marital status, and household income with readiness skills. The researcher utilized data collected by the National Center of Education Statistics. Samples of 2,000 families out of 10,888 families were used for the study. Each participant had a four-year old at the time of data collection. Parental involvement was identified as: told child a story; taught letters, words, or numbers; created arts and crafts; played with toys indoors; took child along to complete errands; and involvement in household chores.

An ANOVA and Person Correlation were used to examine the data. A 3-way ANOVA was conducted and a statistically significant interaction between parental involvement and household income, marital status, and mother’s educational level (p < .036) was identified. The greatest relationships were identified for parental involvement and color identification (R=.216), how high a child can count (R=1.97), letter recognition (R=1.90), writing and drawing (R=1.82), and writing first name (R=1.51). A small relationship was identified for parental involvement and pretend reading (R=1.20), independently reading (R=0.90), reading picture books (R=.085), buttoning clothes (R=.084), and holding a pencil correctly (R= .060).

Myrick noted several implications for future practice. These included use of additional variables: mother’s marital status including the number of times married, father’s education level, and parent past relationships with education system; and to compare the findings with newer information collected.

El Nokali, Bachman, and Votruba-Drzal (2010) conducted a study to identify the benefits of parental involvement for academic and social development in elementary school. The researchers used longitudinal data from the National Institute of Child
Health and Human Development Study of Early Childhood Care and Youth Development. Data used in this study came from a sample of 1,364 children aged birth through fifth grade. Parental involvement data were collected from both the parents and teachers during first, third, and fifth grades. Student academic scores were collected at 54 months, first, third, and fifth grade and socio-emotional development scores were collected in first, third, and fifth grade. Additionally, child characteristics, classroom characteristics, and family characteristics were included as covariates of child outcomes and parental involvement.

The between-child analysis indicates that higher parental involvement, as reported by teachers and parents, promotes better social skills, decreases behavior problems, and is unrelated to average academic achievement. However, average parental involvement was not a predictor of increased academic or socio-emotional development. The within-child analysis indicates mothers who ranked themselves as having increased parental involvement had higher teacher-rated social skills and decreases in both parent and teacher problem behavior scales. However, within-child achievement growth was not related to either parental involvement measures. Overall, greater involvement in parental involvement practices was found to be unrelated to academic achievement. However, significant associations were detected between parental involvement and social skills and declines in behavior problems.

The researchers noted several implications for future practice. El Nokali, Bachman, and Votruba-Drzal (2010) state that many early childhood interventions include parental involvement as a component to participation; however, with the various additional components included in these programs, it is hard to distinguish the actual
contribution that parental involvement alone contributed to the gains. Additionally, the researchers indicated that future research should focus on the type of parental involvement utilized to better identify the parental involvement activities that promote academic achievement.

Griffith (1996) examined the relationship of parent empowerment and involvement to student academic performance. The participant samples came from 41 elementary schools from a large suburban school district located in a metropolitan area. A total of 11,317 parents (88%) of the entire parent population completed the surveys. The surveys consisted of 41 items; 30 items were completed using a 4-point Likert-type scale. The final 11 questions were closed-ended questions about participation in programs, parental expectations, and respondent characteristics.

Correlations among parental involvement, parental empowerment, and school CRT scores were identified for student ethnicity and enrollment in free-or-reduced lunch programs. Schools with greater parental involvement and empowerment had higher student CRT scores. Additionally, schools that had higher levels of parental involvement had fewer and more experienced teachers. Schools with higher percentages of African American, Hispanic, and students enrolled in free-or-reduced lunch programs had lower rates of parental involvement and CRT scores.

Griffith also conducted a regression analysis that corresponded to the four models in the prediction of student performance on the CRT. Parental empowerment and involvement both positively predicted higher scores; parental involvement was the greatest predictor of CRT scores.
Griffith stated that due to the analysis being correlations, it is not known if parental involvement or empowerment preceded or followed student performance, or a third variable accounted for the student performance variations. Future research recommendations include more specific measures into the parental involvement strategies and academic performance linkage.

**Race and Ethnicity Variables**

Graves (2006) conducted a study to explore parental involvement at school entry and identify if there are any differences in ethnicity. Additionally, Graves focused on the parental involvement as it relates to academic achievement.

Data utilized for this study came from the Early Childhood Longitudinal Study-Kindergarten Cohort. The study sample includes 11,741 Caucasian and African American children. A logistic regression was used to predict an outcome for each of the two ethnic groups studied. To determine how parental involvement is related to academic achievement, a multiple regression was conducted.

Three areas were found to have significant differences between African American and Caucasian participants. African American families were identified as being 46% less likely to involve their children in extracurricular activities. Teachers indicated that African American families were 8.3% less involved in parental involvement activities. In addition, African American families indicated they were three times less likely to be involved in parental involvement activities.

Graves utilized subjects with comparable ratings for each of the four variables: income, education level, occupation, and prestige level of occupation. Two significant differences were identified. The two ethnic groups differed on school participation and
cultural exposure. Again, African American families were less likely to participate in parental involvement activities (65.8%) and less likely to expose children to cultural experiences (21%). Education level was identified as having a significant effect on parental involvement; however, African American families still participated less in parental involvement activities no matter the education level.

Graves noted several implications for future research. These implications involve (a) including all ethnic groups, (b) the longitudinal effects of parental involvement on achievement (c) classroom and school characteristics for identifying parental involvement, and (d) identifying risk factors for participants.

Lin (2003) explored the relationship between specific parental involvement activities and student academic performance in kindergarten and the difference across racial and ethnic backgrounds. Lin utilized data from the Early Childhood Longitudinal Study from the 1998-1999 school years. The participants included 16,125 first time kindergarten students and their families from diverse racial, ethnic, and socioeconomic backgrounds, attending both public or private school, and either full-day or half-day programs.

The child assessment data was collected in both the beginning and end of the academic school year. The assessment included three cognitive domain areas (reading, math, and general knowledge), psychomotor skills (fine and gross motor skills), and physical measurements (height and weight). For second language students, they were also given the Oral Language Development Scale. Results from this assessment determined the administration language for the other assessments. Only English proficient students and their families were included in the study.
Parents participated in interviews and were required to provide information on family demographics (age, relation to child, race, ethnicity, etc.), family structure, parental involvement, home education activities, childcare experiences, parental education, parental employment status, and the child’s social skills and behaviors. Parent interviews were conducted to obtain information on home educational supports, school involvement, extracurricular activities, and use of community resources.

Various factor analyses were conducted to identify all factors related to parent variables, involvement types, and achievement. The descriptive statistics were completed for the differences in income. The differences in income and racial scores were explored through t-tests. Next, an ANOVA was utilized to explore the relationships between the racial groups. Finally, a series of linear regression were completed to explore the five parental involvement components and kindergarten academic outcomes.

There was a large difference between family socioeconomic backgrounds and ethnicity/race. About 42% of Black families, 36% of Hispanic families, 18% of Asian families were below the poverty level in contrast to only 9% of White families. Both Asian and White families had higher parent education means and occupation means than Black and Hispanic families. For White children, the greatest predictor of student achievement was parental education, and poverty was found to have a negative effect on scores. School involvement was the greatest predictor of all five areas for academic performance. White and Asian kindergarteners scored higher on the assessments than the Black and Hispanic kindergartners. Children from higher socioeconomic backgrounds scored greater on assessments. Black families that utilized home resources had greater academic performances. No differences in academic scores were found for children from
one or two parent homes. Asian children participating in extracurricular activities had greater academic achievement than those who did not. Additionally, families that utilized home resources and school involvement participation had children that scored greater on the general knowledge assessments. For Hispanic children, the greatest predictor of achievement was parental education, and poverty had a negative effect on achievement.

In four of the five involvement areas (home resources, home cognitive stimulation, participation and volunteering, and extracurricular activities), White families utilized these areas more than all other ethnicities in the study except for Asian families utilizing the community resources more.

Lin (2003) suggested that although the data is comprehensive, the researcher and data are limited because they were already collected prior to this study. The data is only specific to this kindergarten cohort, and it would be difficult to see how parental involvement changes over time. Lin also suggested that further investigation is needed to understand the teacher’s view of parental involvement.

Mulligan (2005) conducted a study focusing on language minority families and the opportunities, facilitation, and actual family participation in formal school activities. The data utilized in this study is from the Early Childhood Longitudinal Survey from the kindergarten class of 1998-1999. This was a national representation of the nation’s kindergartners (21,260) from various schools in the United States (1,277). The information was gathered using phone interviews (in spring and fall) and school-level collected data (collected from teachers and administration). A multivariate analysis of family involvement opportunities and the type of school are compared. A more
A comprehensive look into the types of family involvement participation for only limited English proficient student’s families is needed.

Mulligan (2005) explored the ways that the variety of parent activities and opportunities available for family involvement fluctuated based on school size, resources, and location. Parents from non-English speaking families attend approximately three less school functions during the school year; and were also more likely to identify themselves with no family participation during the school year. Caucasian families were found to be more involved in the school, and African-American families tended to be the least involved. Parents with multiple children in school, and those attending the same school were more likely to be more involved. Families with two parents were more involved than single-parenting families. Involvement increased as socioeconomic increased.

Mulligan (2005) also identified barriers to parental involvement. Language barriers continue to be the greatest predictor of parent non-involvement. Twenty percent of non-English language minority families indicated that meetings were only held in English, 18 percent were never informed of school activities in which they would be willing to participate. Additional barriers included parents having difficulty getting time off from work, and meetings were being held at inconvenient times throughout the school day. Child care, transportation, and feeling unwelcome were other sited barriers.

Limitations to the study conducted by Mulligan include generalizing the findings from the school into the classroom. Additional exploration into the language minority family involvement within grade levels was suggested.

Bodenstab (2011) conducted a study that focused on six factors that affect Latino parental involvement. These factors included: program model, student achievement,
parental English language proficiency, student grade level, parent education level, and income level. Participants included 179 families that had children enrolled in the elementary school and attended any grade within the school. Participants completed a modified survey indicating parental involvement and demographic information. A one way ANOVA was utilized to determine if there is a relationship between parental involvement and student achievement. A one way ANOVA was utilized to determine if there is a relationship between English language proficiency level and parental involvement. A t-test was utilized to determine if there is a significant difference in parental involvement in the various grade levels. A one way ANOVA was utilized to determine if there is a relationship between parental involvement and education level. A one way ANOVA was utilized to determine if there is a relationship between family income and parental involvement.

Bodenstab (2011) reported that student achievement is related to parental involvement; high achieving students had parents that scored highest in parental participation. English language proficiency was also a factor in predicting parental involvement; as the parents rated themselves more proficient in the language, they were more likely to show increased levels of parental involvement. Family income predicts the level of parent participation as well; as the family income increased, so did the parental indication of parental involvement. The type of program the child was enrolled in also was a factor in parental involvement. There was no significant finding for parental education level and parental involvement. Results from the grade level analysis found no significance between parental involvement and current grade level.
Failing to include all factors that could predict parental involvement was considered a limitation to the study conducted by Bodenstab (2011). Because of the limited subjects used in the study, there was not enough data to fully explore the parental involvement and grade level differences or to indicate the single greatest predictor of parental involvement. In addition, because of the low number of participants, generalization of this study is limited.

Wong & Hughes (2006) investigated the differences between ethnic groups on parent-reported and teacher-reported involvement in schools. Participants included parents and teachers from three ethnically diverse first-grade programs (one urban and two small cities). There were 481 parent participant reports, 750 student participants, and 648 teacher reports utilized. The Parent Report Measure was utilized to collect the self-reported involvement from parents and collected data on teacher relationship quality factor, parent endorsement of school, parental involvement, and parent-teacher contact. In addition, data was collected on parental perceived self-efficacy and parent/teacher roles. The Teacher Report Measure was used to collect teacher ratings of parental involvement on teacher relationship quality factor, parental involvement, teacher’s perceptions of parent’s value of education, and parent-teacher contact. Parents were required to identify their ethnic membership, and only Caucasian, African American, and Hispanic families were included in the study. Hispanic families were further divided into English-speaking and Spanish-speaking groups. Employment and parental education were also utilized in the analysis. One-way multivariate analysis of covariates was conducted to examine the relationships between ethnicity and parental involvement. A
repeated measures analysis was conducted to explore the interaction effect of ethnicity and parental involvement.

Wong & Hughes (2006) found that Caucasian parents rated themselves as believing in a higher level of parent-teacher shared responsibility than Hispanic and African American families. African American families perceived themselves as having greater communication and parent-teacher shared responsibility when compared to Hispanic families. English-speaking Hispanic families perceived themselves as having more shared responsibilities than Spanish-speaking families. Teachers rated their alliance with Caucasian and Hispanic families higher than with African American families. Teachers also rated African American families as less involved in the home-school activities compared to the other two ethnicities.

Pena (2008) examined teachers’ beliefs and experiences regarding Latino parental involvement and how their beliefs and experiences may influence their parental involvement experiences. Pena interviewed 15 teachers from an urban school in California. This school of over 300 students was chosen because it reported a high proportion of students that come from Latino families (86%). The school had a recent administration change, which is radically different from the previous administration’s beliefs about parental involvement. The study consisted of 15 interviews: 14 females, one male; 12 Caucasian, one African-American, and two Asian-Americans. All grade levels within the school were represented in the interviews. Teachers and administration were interviewed to identify further perceptions of parental involvement within the school.
The interviews focused on three categories relating to parental involvement: teacher characteristics and practices; teachers’ beliefs, knowledge and experiences with parents; and school level factors relating to parents and support for parental involvement. These interviews were semi-structured interviews and all conducted at the school and lasted between 60-120 minutes. Interview questions were developed by the principal investigator with support from her research team. The interviews, observation notes, and additional documents were reread before organizing, abstracting, integrating, and synthesizing the information. Data was classified into organizational themes and coded for further synthesis. After completion, these themes and coded sections were developed into broader categories.

Pena reported that all the teachers indicated that parents should be involved, but the level of involvement desired differed between participants. The majority of the participants indicated that parental involvement includes staying in contact with teachers, staying informed about school matters, and helping their children with homework. Parents and teachers can influence each other’s participation and communication through their own corresponding efforts. Seven teachers indicated that if they showed the parents that they cared for their child, the parents were more responsive to them; and if parents were more communicative with teachers and demonstrated interest in their child’s schooling, the teachers were more likely to involve the parents.

Pena also reported that teachers wanted parents involved in constructive ways, but language constraints and parental comfort levels were barriers they confronted. Ten of the teachers indicated that parents’ lack of knowledge and education were obstacles in supporting their children. Teachers also indicated that parents were not giving their
children adequate support, and parents were not staying informed on school progress and school issues. Parents were not responding to parent teacher conferences, not helping with homework, and failing to respond to teacher requests for collaborating in problem solving situations.

Pena specified that organized parent-teacher interactions allowed for parents to learn about their child’s progress, other school matters, and socialization time for teachers and parents to learn about each other. Teachers indicated that these opportunities were instrumental in future interactions with the parents. Most often these opportunities must be supported by the school and district administration to allow for these types of parent and teacher interactions.

Ryan, Casas, Kelly-Vance, Ryalls, and Nero (2010) conducted a study that investigated Latino and non-Latino views of their child’s success and the types of involvement. Participants included 104 parents in the study. All participants had children enrolled in a dual-language program located in a public school in Omaha, Nebraska. The dual-language program served children in kindergarten through fourth grade. Participants completed a questionnaire asking parents to identify their perspective of social and academic success. They were also asked to indicate how often each parent participates in each of the 16 involvement areas. Additional language fluency and cultural orientation data was collected.

The results indicated that Latino parents valued their child’s social and academic success more than the non-Latino parents. The non-Latino parents valued social success more strongly than academic success. The parents who identified themselves with stronger Latino orientation rated social and academic successes more strongly than the
non-Latino participants. Both the Latino and non-Latino participants rated their involvement outside of school greater than their involvement within the school. Participants who identified themselves more with White American cultural orientation were more involved in their child’s education. The researchers also reported that the parents’ cultural orientations predicted the child’s language fluency.

Millets (2011) compared the perceptions of teachers of Hispanic students and Hispanic parents regarding the parental role of parents in education. Of the participating 252 Hispanic parents, their child was attending either 7th or 8th grade. Sixty-five teachers were also included in the study and had at least one or more Hispanic children in each of their classes. Five independent $t$-tests were utilized to identify the parental involvement perceptions between teachers and parents.

The results indicated that the parent and the teachers differed significantly with their perceptions of the parenting role in education. The first scale measured how well the school engaged the parents in their child’s education. No significance difference was found in this area. Parents indicated with a positive rating they participated in parent-teacher conferences; however, parents indicated the lowest response to volunteering in the school. Teachers’ responses indicated that it was more difficult to provide parents with skill development within academic areas than to provide parents with parent-teacher conferences and general knowledge about their child in school.

Scale two measured the agreement and disagreement on statements about the school and the teachers. The parents rated the school less favorably that the participating teachers; however, the areas scored most positively and negatively were the same for both groups. Both parents and the teachers perceived that the teachers cared about their
students, however, they provided the highest negative rating in overall school satisfaction.

Scale three measures family involvement. The parents rated their involvement higher than the teachers rated the parents. The parents perceived themselves as asking about student progress more favorably and less likely to volunteer in the classroom or school. Teachers indicated that parents should instead focus on reviewing school work and ensuring school work is completed and less favorably on having parents visit the school.

The fourth scale asks participants to indicate if they agree or disagree if parents should engage in behaviors relative to their child and education. Parents indicated that it is their responsibility that their child learn in school, but responded most negatively with showing their child how to use educational tools (dictionary, encyclopedia, etc.). The teachers agree most positively that parents should value school work and agreed with the parents about the teachers’ need to show their child how to use educational tools.

The final scale asked participants to determine the extent parents are actually engaging in behaviors. Parents indicated most favorably that they can help motivate their children, but indicated most negatively that they don’t know how to assist their children with homework. Teachers agreed highest that parents can help motivate their child, and they indicated that parents were less successful in actually getting through to their child.

Millets (2011) indicates that Hispanic parents and teachers with Hispanic children view the parenting role in education differently. Teachers specify that parents should participate in educational activities with their children more frequently and parent should take more responsibility for the learning of the child; while parents indicate they are more
involved than the teachers perceive. The generalization of this study is restricted because it only uses one ethnicity group.

Currently, family variables may facilitate children’s academic achievement. These include family background, ethnicity, family structure, maternal employment, socioeconomic status, and gender. There are no studies that examine the use of parental classes/instruction as an indicator for parental involvement or increased academic achievement for any parents or children. Yet receiving parenting instruction is foremost in increasing parenting efficacy and promoting parental involvement in the home and school setting (Epstein, 2010; Iruka, 2005; Lucas, 2011).

**Types of Involvement**

Marcon (1999) studied the relationship between four parental involvement types (parent-teacher conferences, home visits, extended class visits, and helping in class) and the child’s early academic achievement and development. Children aged 4-years-old, from three cohorts totaling 708, participated in the study. Participants were all from Washington DC and attended a variety of preschool programs (child initiated, academically focused, or both). Participants were 51% female and 95% were African American, 4% Caucasian, and the remaining 1% was Hispanic, Native American or Asian. Sixty-nine percent of the sample qualified for subsidized lunches, and 60% lived in a single parent home.

Data was provided by 62 teachers from 49 public schools and collected over a three year period. Teachers scored each participating family for each type of involvement they participated in (parent-teacher conferences, home visits, extended class visits, and helping in class). The Vineland Adapted Behavior Scales was used to
compare the development of children on four subscales: communication, daily living skills, socialization, and motor skills. A third variable, the classroom performance scores were found using the school district’s Early Childhood Progress Report with mastery in various skill domains: mathematics/science, verbal, social, and physical development. Students completed the two assessments during the spring of each academic school year.

Marcon (1999) found that the amount of parental involvement varied between participants. Parents who participated in three forms of involvement resulted in 29% of the families, there was no contact with 10% of the families, 27% participated in two forms, and 7% participated in all four. A chi-square analysis was conducted to explore the demographic variables and parental involvement. Marcon indicated that there is no difference in parental participation based on gender of the child or how many parents were in the home. There was no significant difference between families who qualified for subsidized lunches and affluent families. However, parents involved in the Head Start program were more involved than the pre-kindergarten families. Also, children who attended child-initiated programs were significantly more involved than academically based programs.

An analysis of covariance was conducted on gender, parental involvement, and Vineland scores. Results from the ANCOVA indicate high parental involvement and development, and academic performance was more positive for males. Active parental involvement (volunteering) is associated with more positive domain developments and in skill areas. Greater skill mastery was found for children with higher parental involvement.
Bower and Griffin (2011) explored the use of the Epstein Model of Parental Involvement being utilized in a high-minority, high-poverty elementary school. More specifically, they wanted to explore, with use of the Epstein Model within the school environment, why was parental involvement a continual struggle for the elementary school.

The study took place at a small school located in an urban school district in the southwestern portion of the United States. Participants included teachers, school administration, and two parental interviews. Interviews and field notes were utilized in the data collection. Data was transcribed; analyzed and common themes were identified. After the themes were identified, the transcripts were again evaluated to identify supporting content.

Bower and Griffin (2011) identified three common themes from their interviews: strategies employed, frustration, and engagement. Subgroups were also identified for each of the groups. Strategies employed included communication and home learning activities. Subgroups for frustration included lack of reciprocity and low attendance. Teachers indicated that they provided parents with weekly updates, translations for information, called parents, and conducted home visits. Home learning activities included providing activity packets, and presenting information to effectively implement activities in the home. Although parents were provided with various communication means, teachers remained frustrated with the lack of return communication, especially with families the teachers wanted to make additional contact with. Additionally, teachers discussed the frustration felt by parents who questioned their methodology (i.e., how
skills are taught). The greatest frustration included lack of attendance and participation in activities.

Implications from the study concluded that parental involvement strategies that better work with the population need to be developed and utilized. Additionally, not all families can participate in education as defined by Epstein’s model. The school should identify the needs of the families and what works for them; focusing on strengths and creating more effective parental involvement plans.

Based on the previously reviewed literature, very few studies examine the involvement types utilized in schools and their effectiveness for the population. Bower and Griffin (2011) indicate that efforts should be made to empower parents to be educational partners within the home, and traditional parental involvement strategies do not work for all populations.

**Parenting Education Programs**

McBride, Dyer, Liu, Brown, and Hong (2009) conducted a study to examine the direct and indirect effects of early parenting on later school involvement and academic achievement. The subjects were taken from the first and second wave of data collection of the Child Development Supplement (CSD) of the longitudinal study, Panel Study of Income Dynamics (PSID). The University of Michigan has been continually collecting data for more than 35 years for the PSID-CSD. Only data from families with children between the ages of 2-5 years and not yet attending school were used. Only White non-Hispanic and Black families data were utilized; all other ethnicities had too small a sample. A total of 390 children’s data were utilized for the study.
Data from the first collection wave were compared to the second data wave in these five areas. During the first collection, data were collected on early parenting: parent–child household-centered activities, parent-child child-centered activities, parent limit setting, responsibility, and affection. During the second wave data were collected on parental involvement at school and school achievement: parental involvement at school (classroom volunteering, participation in formal conferences, informal conversations, participation in PTA or other organizations, meet with school counselor, formal meeting with building administration, and informal meeting with building administration), and student achievement.

Correlations using the complied data indicated, the fathers’ parent-child household activities showed an impact on later school involvement ($p < .01$); and later parental involvement was negatively related to student achievement ($p < .01$). Fathers’ household-centered parent-child activities were unrelated to student achievement ($p < .05$). Child-centered early parenting activities were found to significantly impact paternal school involvement ($p < .001$). Fathers who showed more affection to their children reported greater levels of paternal school involvement ($p < .05$).

The mothers’ parent-child household activities showed an impact on maternal school involvement ($p < .05$). Unlike the results found for fathers, later maternal school involvement resulted in a positive relationship with student achievement ($p < .05$). Child-centered early parenting activities were significantly related to later maternal school involvement ($p < .05$). Mothers’ expression of affection was not directly related to later maternal school involvement; however, maternal school involvement was directly related to student achievement ($p < .01$).
McBride et al. (2009) did indicate some limitations about the research. The fathers’ included in the study were all residing in the home, because the number of fathers in the other categories was too low to be included in the study. Only two ethnic groups were included White non-Hispanic and Black. And the study only focused on four dimensions of parental school involvement: talking with the teacher, volunteering at the school, informal and formal communication with the school. Additional limitations included the assessment of early parenting and the assessment of student achievement.

Mann, Pearl, and Behle (2004) evaluated the use of the Parenting Life Skills Center program with adolescent parents. The study took place in a medium-sized Midwestern community. Participants included 42 pregnant, already parenting adolescents, and adults who began parenting when they were an adolescent. All participants were from economically disadvantaged households and presented weak academic skills.

The parents participated in parenting classes, and weekly support group meetings. The Parenting Life Skills program lasted over a nine-month period. Participants completed pretests and posttests for two assessments, the Parent as a Teacher Inventory (PAAT) and the Adult-Adolescent Parenting Inventory (APPI). The PAAT is a 50-item assessment that describes parents’ expectations for their child, interactions with their children, and their response to behaviors. The APPI is a 32-item questionnaire that focuses on four subscales: expectations, parental empathy for child needs, parental value of physical punishment, and parent-child role reversal.

A comparison of mean pretest and posttest data indicated an improvement in six of the nine tested areas: creativity, control, play, teaching-learning, parental expectation,
and parental value of physical punishment. The researchers noted that the six areas that showed improvement related to the content of the program, and the remaining three areas (frustration, parental empathy for child’s needs, and parent-child role reversal) are more psychological in nature. Participation in every session was not mandatory, so gains were modest. The researchers also pointed out the data collection were difficult for this population because of the various barriers placed on participants: homelessness, reading level, and social desirability.

Garcia (2006) conducted a study to determine Hispanic parents’ effectiveness as their child’s first teacher in home literacy activities and if the Home Instruction for Parents of Preschool Youngsters (HIPPY) program had a positive impact on Hispanic third graders. Test data were collected when the HIPPY participants were in the third grade during the 2004-2005 school years. Participants of both the treatment and control group attended an Irving Independent School District early childhood school for pre-k and was classified as an English language learner. Both groups consisted of 35 participants and completed the third grade during the 2004-2005 school years. The treatment group however had participated in the HIPPY 4 and HIPPY 5 programs during 2000-2001 school years.

During the 2000-2001 school years, parents were provided with a home based program designed to assist families in providing in-home literacy activities. The program is an early intervention provided to families with children between the ages of four and five. The program provides educational enrichment for children and increases parental awareness in personal strengths and potential as their child’s first teacher. The 30 week curriculum lessons are designed to develop language skills, problem solving, and sensory
and perceptual discrimination. Home instructors role-play activities in the home with parents. The parent then repeats the activity with their child after the instructor leaves.

Garcia (2006), utilized the Texas mandated TAKS assessments and the TerraNova and TerraNova SUPERA, a nationally normed, highly reliable achievement test in determining the effectiveness of the intervention. Data indicates that the intervention participants significantly outperformed the control group in the English and Spanish reading performance and gained mastery of the English language, and were ready to take the TAKS reading assessment in English than in the control group. In the TAKS mathematical assessment, there was no statistical difference in performance between the two groups; however, more students had again gained significant English mastery to take the mathematics TAKS assessment in English. The treatment group outperformed the control group in the remaining assessments. The total composite scores for the reading, language, and mathematical assessments for the treatment group significantly outperformed the control group. Garcia states that this study validates the HIPPY program and its positive impact for child’s school readiness.

The generalization of this study is limited because the HIPPY program was designed specifically for the Hispanic population. The results did not explore gender difference in achievement from participation in the program.

Hadley (2007) conducted a study at two elementary schools, one with a formal parental involvement program and one without. Parents and educators completed surveys which gathered information about the schools’ interactions with parents. Interviews were conducted with administration to discuss involvement in parent-school interactions. The school with no formal parenting program services 600 students in metropolitan Atlanta.
Eighty-one parents completed the survey. The second school with a formal parenting program services 1,600 students in suburban Atlanta. Twenty-four parents returned the surveys.

In the school with no formal parental involvement program, when the educators were provided with the necessary information to plan and implement a parental involvement program, they were more motivated to establish a program. Both the parents and teachers indicated that transportation, unawareness of programs, single parent household needs, and language barriers were all reasons why parents were not involved. However, the parents also indicated that they felt the teacher discouraged parent participation. The teachers indicated that the parents did not understand their role in education.

In the school utilizing a formal program, the parents indicated that the Parent Teacher Volunteer Organization was a good resource for obtaining parental involvement. Both the parents and teachers agreed that transportation and job requirements affect the ability for parents to become more involved.

Mendez-Baldwin (2001) investigated the effects of parent participation in an education program workshop on parental attitudes and their perceived competence of a group of low-income parents with children enrolled in Head Start. Twenty-two parents, predominantly African American (nine) and Hispanic (eight) families participated in the parenting workshops. The three parenting workshops focused on communicating with your child, discipline and behavior management, and normal child development. Each workshop lasted approximately 90 minutes. Two sessions per day (am and pm sessions) were held for each of the topics. Parents completed the pretests prior to the start of the
workshops. The pretests were completed in a whole group setting, with the investigator reading the questions in order to eliminate low literacy level complications. The Parenting Sense of Competency Scale was utilized to identify parent perceptions. The Index of Parental Attitudes was utilized to monitor and evaluate the magnitude of a particular problem. The third assessment was the Family Social Support Scale and measured the available social supports for the family. A Preschool behavior checklist was also completed to identify children with emotional or behavioral problems.

Mendez-Baldwin (2001) found the parenting workshops to be effective in improving parenting attitudes and parenting sense of competence. The workshops were effective in improving parenting attitudes among participants. Family social support was significantly related to changes in parenting attitudes. Mendez-Baldwin specifies that there is a positive relationship between parenting sense of competence and the perception of child behavior problems. This study did have a small sample size, so generalizability of the study is limited.

Janz (1996) measured the effectiveness of the STAR Parenting Program. Twenty parents each participated in the control group (6 fathers and 14 mothers) and the intervention group (5 fathers and 15 mothers). Participants had children between the ages of one to five years. Participants lived in the suburbs of a large metropolitan area and within the city. Intervention participants attended four weeks of evening classes. The classes totaled ten hours of Star Parenting Program instruction. Each session included a summary of materials and reviewed the homework from the previous session, a presentation of new information and concepts, a discussion, and a summary of the new information. Various instruments were used to gather information on parenting young
children: expectations, discipline, and nurturing; parent training effectiveness, behavior awareness scales, problem behavior rating scales, quality parenting behaviors, and STAR content knowledge. Data was analyzed using an analysis of variance.

Janz (1996) presented that the STAR Parenting Program shows a significant treatment effect on discipline. The experimental group decreased their scores from pretest to posttest, while the control group increased their scores indicating an increase in verbal and physical punishments. There were no significant effects for expectations, nurturing, favorability, anxiety, behavior awareness, behavior awareness, quality of parenting behaviors, and the content knowledge. Janz acknowledges the lack of significant finds may be a result of the instruments not adequately measuring the treatment effects and the timeframe for the intervention was shortened for participant convenience.

Wessel (2005) examined the impact of the Effective Black Parenting intervention with African American parents with children enrolled in preschool. A total of 33 parents, with children enrolled in Head Start, from the urban Washington, DC area. Families were purposely assigned to the groups. The families participated in 8 sessions, reduced from 16. Participants had to participate in 75% of the sessions and complete all the homework sessions. Each session included a review of previously learned material, a presentation of new information, and homework. Participants completed pretest and posttest assessments.

A series of t-tests revealed that there were no significant differences between the means for either group on the Parenting Dimensions Inventory on the pretest. The intervention group showed mean increases in parenting practices: nurturance increased by...
0.06, responsiveness by 0.17, consistency by 0.54, positive control by 0.30, family routines by 0.12, and showed a decrease in spanking by 1.03. The comparison group decreased in four areas: nurturance decreased by -.06, responsiveness decreased by -.09, positive control decreased by -0.2, family routines decreased by -0.22, and spanking increased by 0.37. In addition, they did increase their consistency mean by 0.22. The t-tests did not reveal significant statistical differences for nurturance, responsiveness, consistency, and family routines. However, significant differences were revealed for positive control ($t (62) = 2.62, p < 0.05$). A significant difference between the two groups and spanking was revealed ($t (58) = -3.90, p <.001$).

The researcher noted several implications for future research. These include: (a) additional objective measures to look at variations in parenting, (b) larger groups and exposure to the interventions, (c) the impact of culturally appropriate parenting interventions, (d) to clarify the relationship between positive control and spanking, and (e) the impact of participation in the intervention program and child behavior outcomes.

**Parenting Education Programs as Specific Interventions**

Lakes, Vargas, Riggs, Schmidt, and Baird (2011) conducted a study that evaluated the Community University Initiative (CUIDAR) Community Parent Education (COPE) for the Development of Attention and Readiness. The researchers focused on providing services prior to diagnosis. The CUIDAR COPE classes include instruction on appropriate child development and positive parenting skills.

Participants in the study were families with concerns about their children’s attention and behavior. A total of 154 children and their families participated in the study. The COPE parenting course includes ten weekly sessions. Families completed
pre and post program evaluations. Participants from two groups (completion and partial completion) were contacted and were asked to participate in a follow-up study. Families who initially expressed interest, but did not participate, were contacted a year after the completion of the program and utilized as a comparison group.

Participants were asked to complete a demographic questionnaire and a self-report measure of parenting titled the Parenting Strategy Assessment. Participants were asked to document the number of times they used each of the ten parenting strategies by selecting a response on a Likert-scale. The ten strategies include: giving praise and positive attention, ignoring problem behavior, using behavior charts, giving time-outs, using physical punishment, taking away privileges, giving rewards, using transitional statements, using when-then statements, and planning ahead. The Strengths and Difficulties Questionnaire was also completed. This assessment focused on parents evaluating children’s behavior: emotional difficulties, conduct problems, hyperactivity/inattention, peer problems, and prosocial behaviors. The follow up questionnaire was a five point Likert-scale that evaluated the degree to which participants rate certain factors (e.g., transportation, location, comfort level). The initial intervention was tested using paired $t$-tests. An ANCOVA was used to explore the relative effectiveness for the different ethnic groups with the Strengths and Difficulties Questionnaire pre and post assessments.

Eight of ten of the pre to post-interventions significantly changed and maintained during the follow-up intervention: praise/positive attention, ignoring problem behavior, using behavior charts, reducing physical punishment, rewarding positive behaviors, using transitional statements, using when-then statements, and planning ahead. From pre to
follow-up there were significant differences in the use of behavior charts and transitional statements and planning ahead. The pre to post-intervention differences by ethnicity indicated that Latino families had significantly better scores for emotional difficulties and conduct problems than Caucasians, and scored better in hyperactivity than African Americans.

The findings indicated positive increases in positive parenting behaviors for participants. The researchers noted that future research should be conducted to increase the positive outcomes by addressing additional stressors. Additionally, more research is needed to identify parenting behaviors that produce more positive child outcomes.

Based on the review of literature, the utilization of parental programs continues to be an integral piece for promoting parental involvement. Among this literature, parent programs are created specifically for certain ethnic groups or as an intervention for a specific population. Of the parental trainings included in this literature review, the strategies included: (a) review of previously learned materials, (b) presentation of new materials, (c) role playing, (d) discussions, (e) small group exercises, and (f) a summary of newly presented materials. No parental involvement initiative training utilized all the components for developing a multicultural parent education program. No program utilized a dual delivery system to accommodate for families with additional barriers that do not allow for involvement at the school level.

**Review of Literature Summary**

Over the past few years, there has been a continued trend of providing parental education programs in an effort to increase actual and perceived efficacy and promote parental involvement. However, Baker and Soden (1998) identified a void in the
literature related to parental involvement research. They identified the inconsistent
definition of parental involvement, non-objective measures of parental involvement, lack
of isolation of parental involvement effects, and the inaccuracy of program evaluations.

According to Lamb-Parker et al. (2001), most of the current parental involvement
information is found in the elementary school literature, very little is related to early
childhood education. And after subsequent exploration into the literature, there remains a
void of parental involvement literature for early childhood; hence, as the current literature
search was broadened to include elementary education.

Additional literature voids remain. These voids include: utilizing parent
education involvement as an indicator for future parental involvement, the utilization of
various parental involvement strategies congruently to provide skill and knowledge
development for parents, the creation of a multicultural parent education program that
utilizes the various recommendations for effective parental education programs, and
developing a multicultural effective parent education program that utilizes various
learning strategies throughout the trainings.

The current research involved the creation of a multicultural parental education
program which utilized the various suggestions for creating an effective program. These
included: (a) creation of a home-school partnership between participants and school
leaders Epstein, 2010), (b) native language translations and transcriptions of paperwork
(De Gaetano, 2007; Mulligan, 2005), (c) family involvement beyond the classroom walls,
(d) restructuring the school setting to meet the needs of families, (e) understanding the
needs and opportunities of the potential participants (LaRocque et al., 2011; Van Velsor
& Orozco, 2007), (f) participants should assist in the creation/inclusion of the topics
(Baker & Soden, 1998; De Gaetano, 2007; Van Velsor & Orozco), (g) hands on learning activities for the participants (Kerr, 2005) (h) creation of open communication opportunities for the participants and session leaders to share their experiences and information with others in the group (Kerr), and (i) provide a group setting to build and maintain a support network which can be utilized during the program (Janz, 1996; Kerr).

Early childhood education programs can offer a variety of resources to families using parenting and adult education classes, as both types provide knowledge, skills, and social networking opportunities (Halgunseth, Peterson, Stark, & Moodie, 2009). Halgunseth et al., recommends that parenting education should include strategies for parents to enhance their relationship with their children and provide techniques that promote learning. These classes may directly and indirectly affect children and their potential, as participation potentially improves their childrearing abilities (Cochran, 2007).

A focus to meet the void in the current literature was applied. The current study utilized the widely accepted definition of parental involvement as provided by Epstein (2010) that focuses on six different areas. The areas of involvement directly utilized by this study include: parenting, communicating, volunteering, and learning at home. An additional negated area in the research was with evaluating the influences of the content and the program presenter (Baker & Soden, 1998); the current research meets this void. Finally, an effort to explore the various involvement patterns was included. Baker & Soden discuss the need for different types of parental involvement, the importance of the involvement at different points in the life of the student, and the complexity of the different types of involvement. Again, this void is discussed by Halgunseth et al., (2009),
who indicated that parent programs must be respectful of cultures, ethnicity, and ideals of the families being served. A look beyond the preconceived beliefs of teachers, administrators, and policymakers is required.

Finally, this research will assist future practitioners in developing a comprehensive understanding of the benefits and effective practices for parental involvement (Patrikakou, 2008). By providing a multicultural parenting program, educators will have the ability to meet the needs of all families in their classrooms and promote immediate and future benefits for the students in their schools.
CHAPTER 3

METHODOLOGY

Parents are consumed with everyday barriers that may inhibit their ability to actively participate in schools; and parents not native to the United States have additional barriers including differing cultural beliefs regarding education, (LaRocque et al., 2011) and extensive language obstacles (Domina, 2005; LaRocque et al.; Mulligan, 2005). Providing parental trainings and parenting instruction may be one method to improve family interactions and relationships while decreasing parenting stresses, and increasing the effectiveness and productivity of the family, improving the family relationships and cohesiveness, and its ability to cope with the additional barriers these families are experiencing (Janz, 1996; Rogers Wiese, 1992). If parents are provided with generalizable positive parenting rules, parents will influence their child’s development and behavior in positive ways (Lucas, 2011).

Rogers Wiese (1992) suggested that parenting programs should provide parents with strategies for managing challenging behaviors, developing expectations, reducing parenting stress, and improving learning opportunities in the home. Additionally, programs designed for multicultural families should provide instruction for developmentally appropriate methods of discipline (Jacobson, Huffman, & Rositas, 1997), inform parents on common current school beliefs (Colombo, 2004; Van Velsor & Orozco, 2007), focus on current family concerns (De Gaetano, 2007), and utilize native language translations during sessions (De Gaetano; Mulligan, 2005). No research has directly explored the potential of providing multicultural parents with parenting skills
while examining the various delivery methods used for disseminating parenting skills to parents.

The *Positive Parenting* intervention program was created specifically to meet the immediate needs and concerns of parents currently participating in the Title 1 preschool program located in an urban school district in the Southwestern United States. It has been suggested that when developing programs for multicultural families, participants should assist in the creation and/or inclusion of the topics to be implemented during the parent trainings (De Gaetano, 2007; Van Velsor & Orozco). All families have diverse needs, and require different learning opportunities (De Gaetano, 2007; Kerr, 2005; Kreider & Lopez, 1999; LaRocque, Kleiman, & Darling, 2011). The *Positive Parenting* program was created utilizing suggestions provided by preschool parents previously and currently enrolled in the Title 1 preschool program at the school. Three years of informal data had been collected by the preschool teachers at the school. Data were collected during parent-teacher conferences and during conversations with parents about potential parent learning workshops. Data were analyzed and common themes were identified. The topics provided by parents included: appropriate expectations, managing behaviors, how to talk with young children, creating routines, homework and school expectations, and how to deal with family stress. The topics utilized to create the *Positive Parenting* intervention program were taken directly from the parent-teacher generated list.

The purpose of this study was to provide a parenting program, *Positive Parenting*, designed specifically for culturally and economically diverse families with children attending a Title 1 program and explore their perceived self-efficacy after completing the program. This study also investigated the participants’ perceived effectiveness of the
intervention program, the efficacy of the two delivery methods for disseminating parenting skills to participants, and which delivery method provided participants with the greatest knowledge acquisition. Providing participants of a parenting program with diverse delivery methodologies may provide insight to improving parental involvement for all families; especially for families with diverse cultural backgrounds, and for families who do not understand the current educational expectations.

Participants of the current study completed the Parental Efficacy Subscale (Johnston & Marsh, 1989) and the parent questionnaire prior to implementation of the interventions. Two methods of information delivery were utilized: IPES and ICN. Eight IPES were created to meet the needs of a specific school’s Title 1 preschool population. The topics used to create the Positive Parenting intervention sessions were provided by families previously and currently enrolled in the Title 1 preschool. In addition, eight ICN were created utilizing the same topics and activities.

The IPES treatment group received four group interventions per month provided by the researcher on Friday mornings for approximately one hour. In the selected district, there is no preschool on Fridays, Fridays are utilized for parental involvement activities. During each session, a new focus skill(s) was introduced and discussed, personal growth activities were facilitated, and participants had the opportunity to ask questions about the current topics and any previously discussed topics. Participants were asked to complete the Parenting Education Session Evaluation (PASE) after receiving each intervention session.

The ICN group participants received a newsletter with the same materials on Thursday at dismissal. ICN participants received the information prior to the IPES
group, because the selected school district does not have preschool on Fridays; Fridays are used for parental involvement activities. The newsletters included the current focus topic and related information, a personal growth activity, and various communication methods by which the participant could contact the researcher to answer any additional questions the participant may have had about the materials. Participants were asked to complete the Parenting Education Session Evaluation (PASE) after receiving each intervention newsletter.

The Parental Efficacy Subscale (Johnston & Marsh, 1989) and the Parenting Education Program Evaluation (PEPE) were completed by participants during the final IPES, and provided to the ICN intervention participants with the final newsletter. The comparison group also received the posttest on the same day as the ICN group. Participants were asked to return the assessment the week following the conclusion of the IPES.

**Research Questions**

The purpose of study was to provide a parenting program, *Positive Parenting*, designed specifically by the researcher for culturally and economically diverse families with children attending a Title 1 program and explore their perceived self-efficacy after completing the program. The proposed study also investigated the participants’ perceived effectiveness of the intervention program, the efficacy of the two delivery methods for disseminating parenting skills to participants, and which delivery method provided participants with the greatest knowledge acquisition. There were four research questions explored in the current study:
- Research Question 1: Did the Interactive Parenting Education Sessions improve the participant’s perception of parenting knowledge skills when compared to the Informative Communication Newsletters and the comparison group?

It was predicted that the Interactive Parenting Education Sessions intervention group will result in an increased acquisition of positive parenting skills when compared to the Informative Communication Newsletters intervention group and the comparison group.

- Research Question 2: Did the Interactive Parenting Education Session and the Informative Communication Newsletters prove successful in increasing positive parenting perceptions?

It was predicted that the Interactive Parenting Education Sessions intervention group will result in increased parent self-efficacy when compared to the Informative Communication Newsletters intervention group.

- Research Question 3: Did the participants in the Interactive Parenting Education Sessions show an increased overall approval rating in comparison to the Informative Communication Newsletter group?

It was predicted that the individuals participating in the Interactive Parenting Education Sessions intervention will show greater program approval ratings than individuals who participated in the Informative Communication Newsletter intervention.

- Research Question 4: Did the participants in the Interactive Parenting Education Sessions and the Informative Communication Newsletter show an increased trend of growth?
It was predicted that the individuals participating in the Interactive Parenting Education Sessions interventions and the Informative Communication Newsletter interventions will show an increased trend of growth.

**Participants**

**Parents**

The sample population for this study included parents or guardians who have children attending a Title I half-day preschool program in a large urban school district in the Southwestern United States. Participants were selected from six preschool half-day programs, facilitated in three different classrooms, all located within one school. A total of 91 families were enrolled at the participating Title I School for the entire duration of this study. Children enrolled in the preschool program have not been previously diagnosed with any developmental, emotional, or behavioral disorders. Participation for this study was randomly assigned, with the opportunity for participants to request a group change.

**Recruitment meeting.** The parents enrolled at the school were informed of the current study during a Wednesday parental involvement activity (see Appendix A). The researcher provided a brief 30-minute overview of the *Positive Parenting* intervention and what the research will help identify. The researcher introduced and provided a brief summary of self prior to discussing the *Positive Parenting* program. The researcher discussed the creation of the intervention program: informal data collected over the last three years, solutions to various barriers (i.e., inflexible work schedules, communication, child care, transportation, lacking skill confidence, awareness), and explained the two delivery methods for the *Positive Parenting* intervention (IPES or ICN). The eight
session topics were introduced with a brief description of what parents would learn during each session. Parents were informed about the three participating groups and how the random sampling will be completed. Once parents were informed of the group they were assigned to, they had the opportunity to request a group change with the researcher. Finally, parents were informed of the purpose of the research. Parents had the opportunity to ask any unanswered questions to the researcher after the presentation. The session was translated to meet the need of the parents in the participating school. At the completion of this information session, parents were provided with consent forms and asked to complete the form prior to leaving. They were informed that in order to participate, they would need to complete the consent forms. They were also informed that if they needed to think over participation, the forms would be collected during the following week.

**Group selection.** Participants for each of the groups were selected using the school districts generated class lists from the three classrooms. The classroom teachers were organized alphabetically by last name and the two class lists for that teacher were placed in am/pm order. Beginning alphabetically, the researcher highlighted the student names in a colored pattern (i.e., red, yellow, blue, and red, yellow, blue). This pattern was followed until all the students were highlighted. Each of the three participation groups were placed on a sheet of paper and placed in a concealed container. The first group name pulled was used for the red highlighted families, the second for the yellow highlighted families, and finally the remaining group will be the blue families.

**Interactive Parenting Education Sessions participants.** The parents or guardians randomly selected to be a part of the IPES intervention sessions, received a letter
informing parents of their selected group (see Appendix B). The Information in the cover letter included the program purpose and an overview of the focus topics and meeting dates and times. All of the participants met the following criteria to participate:

1. The parents/guardians had a child currently attending a Title 1 preschool program.
2. The parents/guardians committed to attend all parenting sessions during the three month intervention phase, each session lasting approximately one hour.
3. The parents/guardians were willing to complete pretest and posttest questionnaires.
4. The parents/guardians signed and returned the consent form to the researcher.

Parents unable to meet these requirements or those who preferred a different participation group were referred to the researcher, and placed in their selected participation group.

A total of 31 families were randomly selected to participate in the IPES group. After being informed of the random grouping, 23 families slotted for the IPES agreed or did not indicate they wanted to be moved, 9 families requested a change from the ICN to the IPES group, and 12 families requested a change from the comparison group to the IPES group. A total of 16 families were removed from the study; either they did not complete all the sessions (6 families) or they did not attend any sessions (10 families).

A total of 28 families participated in all eight IPES. Table 1 displays a detailed summary of the demographics for the IPES group.
Table 1

Demographic Information

<table>
<thead>
<tr>
<th>Demographics</th>
<th>IPES (n=28)</th>
<th>ICN (n=23)</th>
<th>Comparison (n=20)</th>
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<tbody>
<tr>
<td>Relationship</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>Father</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Sister</td>
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<td>14</td>
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<td>3</td>
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<td>4</td>
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<td>17</td>
<td>14</td>
</tr>
<tr>
<td>36-45</td>
<td>10</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>46 +</td>
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</tr>
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<tr>
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<td>8</td>
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<td>12</td>
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<td>1</td>
</tr>
<tr>
<td>$45,001-$55,000</td>
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<td>0</td>
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</tr>
<tr>
<td>$55,001 +</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Informative Communication Newsletters participants. The parents or guardians randomly selected in participating in ICN group were provided with program specifics prior to the start of the interactive parenting sessions through an informative cover letter (see Appendix B). The Information in the cover letter included the program purpose, and topics for each newsletter they received. All of the participants met the following criteria in order to participate:

1. The parents/guardians had a child currently attending a Title 1 preschool program.
2. The parents/guardians agreed to read the newsletters.
3. The parents/guardians were willing to complete pretest and posttest questionnaires.
4. The parents/guardians signed and returned the consent form to the researcher.

Parents unable to meet these requirements or those who preferred a different participation group were referred to the researcher, and placed in their chosen participation group.

A total of 31 families were randomly selected to participate in the ICN group. After being informed of the random grouping, 21 families slotted for the ICN agreed or did not request to change groups, 1 family requested a change from the IPES to the ICN group, and 4 families requested a change from the comparison group to the ICN group.

During the data collection, one family left the program. A total of 23 families participated in receiving all eight ICN. Two families were removed from the study because they did not complete any (one family) or all of the assessments (one family). Table 1 displays a detailed summary of the demographics for the ICN group.
**Comparison group.** A total of 31 families were randomly selected to participate in the comparison group. After being informed of the random grouping, 17 families slotted for the comparison group remained, 1 family requested a change from the ICN to the comparison group, and 3 families requested a change from the IPES to the comparison group. During the data collection, one family left the program. A total of 20 families participated in the comparison group. Table 1 displays a detailed summary of the demographics for the comparison group.

**Setting**

This study was conducted in a Title 1 elementary school located in an urban school district in the Southwestern United States. The elementary school serves children in preschool through grade five and accommodates both general education and special education programs. The preschool programs have been located on this campus since 2003. The preschool program is a federally funded half-day Title 1 program. Students attend the preschool program for two-and-a-half hours Monday through Thursday. There is no preschool on Fridays, Fridays are utilized for parental involvement activities. Students are provided with a free meal; breakfast for the morning session and lunch for the afternoon session.

Preschool teachers are required to hold an undergraduate degree and have an early childhood education endorsement. The teachers must also be classified as highly qualified teacher as defined in *No Child Left Behind*. In addition, each classroom has a family assistant who must have acquired at least 60 university credits or must pass a paraprofessional assessment exam as provided by the district.
Interactive Parenting Education Sessions

The individuals participating in the IPES met as a whole group in a room utilized for family education. The classroom included chairs, tables, a computer, and a presentation screen. The IPES treatment group received four group interventions per month on Friday mornings for approximately one hour, for a total of eight sessions. Participants sat in a semi-circle facing the front of the classroom room and the researcher. The researcher had access to an amplification system to assist in information delivery. The IPES information was translated intermittently in Spanish throughout the sessions by a trained IEPS translator.

Informative Communication

The informative communication handouts were provided to the participants on the Thursday prior to the IPES session. Parents or guardians were required to sign their preschool child in prior to the start of the school day and at the conclusion of the school day, so teachers and classroom assistants have daily contact with the family. The researcher created the newsletter envelopes and provided them to the classroom teachers before dismissal on Thursdays. Each newsletter was placed in an envelope with the student’s name, and was given to the classroom teacher to be distributed to the parents during dismissal. The researcher was unable to present envelopes to all families because dismissal of the three programs was in three different locations on the school’s campus. The classroom teacher or classroom assistant handed the newsletter to the participating family member. In case of an absence, the participant received the newsletter when the student returns to school.
Instrumentation

Pre and post intervention data were collected for this study. All participants completed the Parental Efficacy Subscale (Johnston & Marsh, 1989; see Appendix C), a parent questionnaire (see Appendix D), Parenting Education Session Evaluation (PESE; see Appendix E), and a Parenting Education Program Evaluation (PEPE; see Appendix F). In addition, a Fidelity of Parental Education Sessions Instruction Questionnaire (see Appendix G), and Fidelity of Informative Newsletter Questionnaire (see Appendix H) were completed for each session and newsletter.

The parent questionnaire, session evaluation, and program evaluation were created in English. The questionnaire and evaluations were translated into Spanish and again back into English. Any discrepancies in translation were discussed with the researcher. This dual-translation method has been used in cross-cultural research to maximize the cultural equivalency of the measures (Van deVijver & Hambleton, 1996).

Parental Efficacy Subscale

The Parental Efficacy Subscale (see Appendix C) was adapted by Johnston and Marsh in 1989 from the Parenting Sense of Competence Scale (Gibaud-Wallston & Wandersman, 1978). The Parenting Sense of Competence Scale is the most commonly used tool for examining parental self-efficacy (Jones & Prinz, 2005). The Parental Efficacy Subscale (Gibaud-Wallston & Wandersman) is a measurement tool used for measuring parenting satisfaction for older children, ages four to nine years old.

The Parental Efficacy Subscale is a 9-item, 6-point Likert scale questionnaire which asks participants to indicate their perceived level of affective dimensions of parenting including feelings of frustration, anxiety, and/or poor motivation for the role of
Parents indicated their degree of agreement by circling a number between 1 (strongly disagree) and 6 (strongly agree) for each item. The complete total score for the Parental Efficacy Subscale is 54; per Gibaud-Wallston & Wandersman (1978) higher scores indicated greater parental efficacy and satisfaction. It is anticipated that the Parental Efficacy Subscale should not take more than 5-10 minutes for completion.

Data was collected during the first IPES session and included with the first ICN distribution. Post-test data was collected during the final IPES, and presented to the ICN and comparison group on the Thursday before the final IPES session and requested to be returned the following week. Prior to starting the intervention, the Parental Efficacy Subscale was translated into Spanish and again into English. The instrument was not otherwise altered.

**Parent Questionnaire**

A parent questionnaire (see Appendix D) was used to provide the demographic information necessary to gain a more comprehensive understanding of the study sample. The questionnaire obtained information regarding the participant’s family income level, ethnicity, age, education level, marital status, and employment status. It was anticipated that the demographic survey should not take more than 5-10 minutes for completion.

**Parenting Education Session Evaluations**

The Parenting Education Session Evaluation (PESE; see Appendix E) was created by the researcher to evaluate the eight individual sessions. The PESE was a 3-item, 6-point Likert scale assessment that explores the participants overall feelings about the Positive Parenting session. The areas explored include: presentation method for disseminating information, likelihood the participant will utilize the strategy, and
relevance of the topic to the participant’s everyday living. Parents indicated their degree of agreement by circling a number between 1 (strongly dissatisfied) and 6 (strongly satisfied) for each item. The completed score for the PESE was 18; higher scores indicated greater parental satisfaction of the *Positive Parenting* session. It was anticipated that the Parental Efficacy Subscale should not take more than 7 minutes for completion.

**Parenting Education Program Evaluation**

The Parenting Education Program Evaluation (PEPE; see Appendix F) was created by the researcher to evaluate the perceived effectiveness and participant satisfaction of the *Positive Parenting* program. The PEPE was a 5-item, 6-point Likert-scale assessment which explored the overall satisfaction with topic choice, behavior change due to participation in program, increased understanding of their child development and appropriate expectations, effects of the program, and overall knowledge acquisition as perceived by the participant. Parents indicated their degree of agreement by circling a number between 1 (strongly disagree) and 6 (strongly agree) for each item. The complete score for the PESE is 30; higher scores indicate greater parental satisfaction of the *Positive Parenting* program. It was anticipated that the Parental Efficacy Subscale should not take more than 10 minutes for completion.

**Fidelity of Parental Education Sessions Instruction Questionnaires**

Fidelity of Parental Education Sessions Instruction Questionnaires (see Appendix G) were developed for each IPES. Both fidelity checkers were present during each of the IPES. During each session, fidelity checkers completed the fidelity checklist to ensure the required information for each session was presented. Questionnaires were
collected at the conclusion of each interactive session, for a total of eight questionnaires. The checkers had an instructional training session on completing the Parental Education Sessions Instruction Questionnaires; lasting approximately 20 minutes during the implementation of phase one.

**Fidelity of Informative Communication Newsletter Questionnaires**

Fidelity of the Informative Communication Newsletter Questionnaires (see Appendix H) was developed for each of the ICN’s. Both fidelity checkers received the informative newsletters, along with a fidelity checklist (see Appendix H). The checkers were requested to complete the fidelity checklist after reading the newsletter to ensure the required information was presented in each newsletter. The checkers had an instructional training session on completing the Informative Newsletter Questionnaires lasting approximately 20 minutes during the implementation of phase one.

**Materials**

The topics for each interactive session and newsletter were created for this school based on needs expressed by families to the teachers. Informal parent data were recorded and assembled from the previous three years and the current school year. The data were continuously kept to assist the teachers in creating parent workshops that would benefit families in the community. The researcher reviewed with the classroom teachers common topics that were continually discussed during parent-teacher conferences. A total of six topics were decided upon based on their relevance to the families in the current school: developmental milestones, communication, developing schedules, behaviors, stress management, and expectations of home and school.
The IPES and ICN were developed utilizing multicultural program development suggestions including, educating parents in the teaching and learning process (De Gaetano, 2007), building home and school partnerships (Epstein, 2010), bridging the language gap (Cassity & Harris, 2000; Mulligan, 2005), facilitation of the program in group settings (Kerr, 2005) to create social networks (Janz, 1996), restructuring the typical meeting time (Kerr) and informing participants of current educational beliefs (Colombo, 2004; Van Velsor & Orozco, 2007). Session outlines were created for each of the eight topics (See Appendix I).

**Interactive Parenting Education Sessions**

There were seven themes that were explored during the eight weeks of IPES. Topics were chosen from a review of informal parent assessments and discussions with the classroom teachers about the areas of concern the parents were articulating during parent-teacher conferences and during conversations with classroom teachers. These eight sessions focused on: an introduction to the program; development milestones; talking, building and maintaining positive parenting relationships with children; developing schedules, rules, and routines; understanding behaviors; developing expectations of home and school, dealing with stress and developing support systems, and discussing how the program can been utilized in the home. Each parenting education session included an introduction to new information and essential concepts related to the topic, a personal growth activity, and an open forum for participants to ask questions directly to the researcher or other participants of the sessions. All information was presented utilizing a computer and presentation program. Both English and Spanish information was included on each slide.
All verbal communication during each IPES was translated intermittently in Spanish throughout the sessions. It was decided to translate the information in Spanish during the English presentation to ensure all participants were provided with ample opportunities to create and build relationships during the sessions.

**Informative Communication**

The ICN was presented to parents three times a month, for a total of eight newsletters. The topics for the newsletters were the same topics as the IPES. These topics were decided by a review of informal parent assessments and discussions with the classroom teachers about the areas of concern the parents were articulating during parent-teacher conferences and during everyday conversation. The eight newsletter topics were: an introduction to the program; developmental milestones; talking, building and maintaining positive parenting relationships with children; developing schedules, rules, and routines; understanding behaviors; developing expectations of home and school, dealing with stress and developing support systems, and discussing how the program can be used in the home. The newsletters provided parents with the same topics and relevant information as provided in the IPES. In addition to the information and essential concepts, the newsletters included a personal growth activity. Every newsletter included the researcher’s name, daytime telephone number, and email address to assist the participant with any questions or clarifications of the topic. The newsletters were also translated into Spanish and provided to those participants who requested materials written in Spanish.
Trainings

Translator

The translator currently works in the school district which the study is currently taking place. The translator is frequently used in the school for translating and interpreting purposes. The translator has a bachelor’s degree in education and has taught elementary school. The same individual translated both documents and provided the simultaneous translations during the presentations.

Training one. The translator received training on the Parental Efficacy Subscale (Johnston & Marsh, 1989) the parent questionnaire, and the Parenting Education Program Evaluation (PEPE). This training session took approximately 30-minutes. The training began with a brief overview of the assessments and a discussion about each assessment and why it was chosen for use in this study. Next the assessments were provided to the translator. Together the investigator and translator reviewed the directions and discussed each of the questions on the Parental Efficacy Subscale. The translator was instructed in how to administer the Parental Efficacy Subscale. The translator had the opportunity to ask the researcher about any questions relating to individual test items or administration of the assessments. The same format of reviewing the directions and individual questions was followed for the parent questionnaire, the PESE, and the PEPE.

At the conclusion of this training, the translator took the assessments and translated them into Spanish and back into English to ensure correct translation. The translated assessments for the Parental Efficacy Subscale, parent questionnaire, and PEPE were completed prior to the second scheduled training.
**Trainings two and three.** The next two training sessions focused on the eight topics of the interactive parenting sessions. During the first training, the researcher presented the introduction; developmental milestones; communication; and schedules, routines and family expectations. The second session focused on the final four sessions: behaviors, expectations of home and school, stress management and building support systems, and review and utilization of the strategies. The translator had the opportunity to hear the full session presentations and ask any questions related to the materials presented. Each of these sessions lasted approximately 60 minutes each. The translator received a copy of the interactive parenting education sessions as they will be presented to the participants. The researcher will present each IPES intervention to the translator following the same format that was used to for the sessions: presentation of new information, personal growth activities, and group discussions.

**Training four.** This session was utilized to review all presentation materials and answer any additional questions the translator had about the content of each of the sessions. Any questions related to the translation and back translation was answered during these sessions. At the conclusion of these trainings, the translator took the English presentation and translated the information on the slides into Spanish.

**Training five.** This training session was used to present the eight newsletters. First, each newsletter was presented to translator by the researcher. Starting with *Positive Parenting* newsletter 1, the newsletters were read independently. The researcher had the opportunity to explain in further detail any of the information requested by the translator. The newsletters were presented systematically until all eight newsletters were read,
explained, and all questions were answered. At the conclusion of the fifth training, the translator took the English newsletters and translated each newsletter into Spanish.

**Fidelity of Treatment**

Two Title 1 preschool classroom teachers located in the building served as the fidelity checkers for both the IPES and the ICN. Both teachers have masters degrees in an education related field and hold a highly qualified teacher status. Both teachers have been working in the preschool setting for over eight years.

**Training one.** The fidelity of instruction checkers received a 20 minute training related to completing the Parental Education Sessions Instruction Questionnaires. The checker was presented with the questionnaire that was used for the IPES. The checkers had the opportunity to ask questions related to the delivery of information and completion of the questionnaire. After answering any questions related to the content or completion of the questionnaire, they were instructed on how to score the questionnaires. An unrelated presentation was made that utilized the same questionnaire format and scoring as the IPES, as a guided practice opportunity.

**Training two.** The fidelity of instruction checkers received a 20-minute training on completing the Informative Communication Newsletter questionnaires. The checkers were presented with the questionnaire that was used for the ICN. The checkers had the opportunity to ask questions related to the delivery of information and completion of the questionnaire. After answering any questions related to the content or completion of the questionnaire, the checkers were instructed on how to score the questionnaires. The checkers read an unrelated newsletter that utilized the same questionnaire and scoring as the ICN as a guided practice opportunity.
Design and Procedures

The program consisted of two phases. Phase one included program preparation, research approval, trainings, and consent. Phase two was the implementation of the intervention. The intervention phase was scheduled to be conducted over a three month time period. Both the IPES and the ICN were completed during this time.

Phase One: Program Preparation, Research Approval, Trainings, and Consent

Program preparation. The individual session topics and outlines were created (see Appendix I); these sessions include; an introduction to the program and topic presentations; developmental milestones; talking, building and maintaining positive parenting relationships with children; developing schedules, rules, and routines; understanding behaviors; developing expectations of home and school, dealing with stress and developing support systems, and discussing how the program can been utilized in the home. The IPES presentations were created from the master outline (see Appendix J). All sessions included an introduction to new information and essential concepts related to the topic, a personal growth activity, and an open forum where participants were encouraged to discuss their own experiences and ask further questions from the researcher or participants in the session. For all sessions, after the initial introduction, each session began with an open forum and a review of the previously presented material.

Utilizing the same outline (See Appendix I) as the IPES, the eight individual newsletters were created (see Appendix K). These handouts included the new topic and significant information, a personal growth activity, and contact information to access the researcher. A phone number and an email address were provided to the participants in case additional information was required beyond the information presented in the
In addition to the program preparations, the fidelity of Parental Education Sessions Instruction Questionnaires and Informative Newsletter Questionnaires were created.

**Research approval.** Approval to conduct the research was acquired from the school administration prior to obtaining additional permission (see Appendix L). Approval to conduct the research was acquired from the university institutional review board (see Appendix N), and the school district (see Appendix M) prior to implementation. After approval was obtained, a recruitment meeting was conducted during a required parental involvement activity in the school (see Appendix A).

**Trainings.** During this time, the translator participated in session trainings. The first training session prepared the translator to understand and complete the Parental Efficacy Subscale (Johnston and Marsh, 1989), the parent questionnaire, and the PEPE. The translator and researcher reviewed the assessments, discussed each item, and reviewed examples for each item. The training took approximately 30 minutes. The second and third trainings were related specifically to the content of the interactive parenting education sessions and the informative communication handouts. Each of these sessions lasted approximately one hour. The translator presented the information for each session/newsletter and had the opportunity to ask questions to clarify content. During the fourth training, the translator and the researcher ensured that the content was correctly translated then answered any remaining questions. The fifth and final training was utilized for the researcher to present the newsletters and answer any questions related to the content and translation of the materials. All trainings with the translator were completed at a mutually agreed upon place and time as decided by the translator.
Two 20-minute trainings were held for the fidelity of session raters and informative communication raters. These trainings included learning about the forms, rating the sessions, scoring the forms, and a guided trial experience. These trainings were completed at a mutually agreeable place and time as decided upon by the two raters.

**Program interest and consent.** The parents enrolled at the participating school were informed of the proposed study during a Wednesday parental involvement activity (see Appendix A). The researcher provided a brief 30-minute overview of the *Positive Parenting* intervention and what the research proposes. The researcher introduced and provided a brief summary of self. Then, the researcher discussed the creation of the intervention program: informal data collected over the last three years, various barriers that inhibit parental participation (e.g., inflexible work schedules, communication, child care, transportation, lacking skill confidence and awareness), and presented the options for participation in the *Positive Parenting* intervention, either the IPES or ICN. The eight session topics were introduced with a brief description of what parents were expected to learn during each session. Parents were informed about the groups and informed about how random group assignments would be made. It was explained that once parents were informed of their group, they could request a group change with the researcher. Finally, parents were informed of the research purposes. The session was translated into Spanish to meet the need of the parents in the participating school.

Consent forms (see Appendix N) were provided to parents at the completion of the program overview. Parents had the opportunity to complete the forms and present them to the researcher after the meeting. If parents were unable to complete the paperwork, they were asked to turn the paperwork into their classroom teacher the
following week. The researcher collected the consent forms from the classroom teacher daily until the start of the intervention the following week. Participation in this study was voluntary.

**Group assignment.** After the informational parenting meeting and receiving signed participant consent forms, the participant groups were created. Participants for each of the groups were selected using the school districts generated class lists from the three classrooms. The classroom teachers were organized alphabetically by last name and the two class lists for that teacher were placed in am/pm order. Beginning alphabetically, the researcher highlighted the student names in a colored pattern (i.e., red, yellow, blue, and red, yellow, blue). This pattern was followed until all the students’ names were highlighted. Participant names by group were placed on a sheet of paper and placed in a concealed container. The first group name pulled was used for the red highlighted families, the second for the yellow highlighted families, and finally the remaining group was utilized for the blue highlighted families.

Parents were informed of their group assignment through confidential informational letters (See Appendix B). Each letter had the participants name on the outside of the envelope. These informational letters included the participation group and the purpose of the proposed research. Along with the letter, the families were also provided with a flier specifying the dates and times for the IPES sessions and the ICN distribution.

**Phase Two: Intervention Phase**

During the intervention phase, the IPES sessions were conducted and the ICN’s were distributed to the families. This phase was conducted over three consecutive
months. The parents participating in the IPES attend a one hour sessions for eight consecutive Friday mornings, over a three month period, for a total of eight sessions. The intervention included presenting the session materials in both English and Spanish. The translator presented the information in Spanish intermittently throughout the presentations.

The subjects in the ICN received eight newsletters. These newsletters were presented to the parent, guardian, or individual responsible for picking up the child at the end of the school day on Thursday, the day before the IPES met. Each IPES and ICN is further described.

**Session one: Introduction.**

**IPES.** The first IPES session was utilized as introduction to the program. An agenda was utilized to provide participants with a formal outline. The researcher provided a more in-depth introduction of self than was provided during the recruitment meeting. The purpose of the study was again provided to the participants. The framework for all the meetings was provided (i.e., review of previous material, new information, whole group discussions and syntheses of materials, and the open forum). The participants were provided with the rules to be followed during all open forums. A brief introduction for each of the remaining seven sessions was provided; this included highlighting the key objectives to be learned during each session. Participants were invited to introduce themselves but were not required to share. The Parental Efficacy, parent questionnaire, and PESE assessments were provided to the participants to complete. After the completed forms were given to the researcher, the session concluded
with a reminder that all questions could be addressed to the researcher and the next meeting would be the following week.

**ICN.** The first ICN session was utilized as introduction to the program. The newsletter began with providing the reader with the purpose of the newsletters. The format that each newsletter will follow was presented to the reader (a review of previously presented materials, new information, a guided learning activity, a personal growth activity, and the contact information for the researcher). The third section of the newsletter was utilized to inform the readers about the remaining topics that will be discussed, objectives to be covered were highlighted, and then a personal growth activity was provided. Finally a brief statement and contact information for the researcher was provided to the reader. A reminder was included in the newsletter to complete the Parental Efficacy, parent questionnaire, and the PESE assessment and return the completed assessments to the classroom teacher upon returning the following week.

**Session two.** Developmental milestones.

**IPES.** The topic for the second session was devoted to developmental milestones. The session began with the objectives to be learned during the session and an agenda to be followed. Before starting, the participants were asked if they had any questions from the previous session. The new information began with the participants answering if they thought their child should be expected to complete some specific activities (e.g., separates easily from caregivers, copies a circle with pencil or crayon, and reading ability). The presentation focused around the definition of developmental milestones, and what is included in each of the four domain areas (i.e., cognitive, language, social/emotional, and motor development). Specific developmental milestone skills were
provided for both four and five-year olds. Utilizing the Center for Disease Control (CDC) form on developmental milestones, parents completed the form related to their child enrolled in the preschool program. After completion of the form, the session continued with a discussion of what to do if their child was not demonstrating many of the skills listed for their child’s age group. A whole group learning exercise included using scenarios that focused on age specific skill levels was conducted. After the completion of the whole group discussion, parents were provided with the opportunity to share any concerns or ask any questions they had related to their child and their development. After the discussion, an inspirational quote was read and the participants were reminded to complete the PESE prior to leaving.

ICN. The topic for the second newsletter was devoted to developmental milestones. The objectives for the newsletter were provided on the cover page. The first section of the newsletter was devoted to understanding the definition of a developmental milestone, and understanding the four domain areas. Specific developmental milestones were provided for both four and five-year olds. The next section was provided to assist parents in developing a plan to follow if their child was not demonstrating the developmental milestone skills. The personal growth activity included completing the CDC developmental milestone form for their child. Two guided learning questions and responses were provided. The newsletter concluded with the researcher’s contact information, and a message for readers to contact the researcher should they have any questions.
**Session three.** Communicating with the young child.

*IPES.* The third session was dedicated to learning about the four parenting styles and strategies to use when communicating with the young child. The session began with the objectives to be learned during the session and the agenda to be utilized during the session. A brief review of the material presented during the last session was given, and the participants were asked if they had any questions from the previous session. Participants were introduced to the four parenting styles, including the benefits and consequences of each parenting style. The participants were asked to reflect on what parenting style they most identified themselves with. The session was then devoted to presenting material related to communicating with the small child. During this portion, participants were provided with various strategies (i.e., listening, inviting communication, gaining attention, achieving eye contact, and utilization of tone). Scenarios that focused on common communication situations were provided for whole group discussions. Parents were then provided with the opportunity to share or ask any questions they had related to communicating with their child. After the discussion, an inspirational quote was read and the participants were reminded to complete the PESE prior to leaving.

*ICN.* The third newsletter was dedicated to learning about the four parenting styles and strategies to use when communicating with the young child. The newsletter provided the objectives to be learned from the newsletter. The newsletter began discussing the four parenting styles, including the benefits and consequences of each parenting style. The following section discussed various strategies that can be utilized when talking with young children (i.e., listening, inviting communication, gaining attention, achieving eye contact, and utilization of tone). Two guided learning situations
and suggested responses were provided. The newsletter concluded with the researcher’s contact information, and a message for readers to contact the researcher should they have any questions about the material. A brief review of the material from the previous newsletter was included.

**Session four.** Developing schedules, rules, and routines.

*IPES.* The fourth session focused on developing schedules, rules, and routines. The session began with the objectives to be learned during the session and the agenda to be followed during the meeting. A brief review of the material presented during the last session was given, and the participants were asked if they had any questions from the previous session. The new information for participants included the purpose of rules, routines, and expectations. Additionally for each of the three topics, guidelines to follow when implementing and follow through suggestions for each of these strategies was provided. Scenarios that focused on common daily situations for parents related to schedules and expectations were provided for whole group discussion. After the whole group discussion, parents were then provided with the opportunity to share or ask any questions they had related to communicating with their child. After the discussion, an inspirational quote was read and the participants were reminded to complete the PESE prior to leaving.

*ICN.* The fourth newsletter was dedicated to developing schedules, rules, and routines. The newsletter provided the objectives to be learned from the newsletter. For each of the three topics (i.e., schedules, rules, and routines) guidelines for creation and follow through were provided. Two guided scenarios that focused on common daily situations for parents related to schedules and expectations were provided. This included
some suggested responses for the scenarios. The newsletter concluded with the researcher’s contact information, and a message for readers to contact the researcher should they have any questions. A brief review of the material from the previous newsletter was included.

**Session five.** Behaviors.

**IPES.** The fifth session focused on behaviors. The session began with the objectives to be learned during the session and the agenda that was going to be followed for the session. A brief review of the material presented during the last session was given, and the participants were asked if they had any questions from the previous session. Parents were provided with the various reasons children may demonstrate behaviors. The session continued with information related to the difference between punishments and consequences, and types of consequences. Also, this session included a presentation on what it means to be proactive with behaviors and how this can be achieved. The new information section concluded with strategies and techniques that should be utilized when their child exhibits an undesired behavior (i.e., breathe, know how to react, gain control of the situation, and reflect back on being proactive). Scenarios that focused on common daily behaviors observed in children were provided for whole group discussion. After the whole group discussion, parents were then provided with the opportunity to share or ask any questions they had related to communicating with their child. After the discussion, an inspirational quote was read and the participants were reminded to complete the PESE prior to leaving.

**ICN.** The fifth newsletter was dedicated to behaviors. The newsletter provided the objectives to be learned from the newsletter. The newsletter began with the various
reasons children demonstrate undesired behaviors. The newsletter then discussed the various responses adults use when dealing with behaviors (punishments and consequences) and the benefits for each were provided. Various suggestions for the different types of consequences were provided. The newsletter discussed how to become proactive about behaviors and how to respond if their child does exhibit any undesirable behaviors. A personal growth activity was provided for parents to reflect back to the last undesired behavior exhibited by their child, and reflect on various questions to see how the situation could have been avoided or better managed. The newsletter concluded with the researcher’s contact information, and a message for readers to contact the researcher should they have any questions. A brief review of the material from the previous newsletter was included.

**Session six.** Home and school expectations

**IPES.** This session focused on the distinct expectations for home and school. The session began with the objectives to be learned during the session and the agenda to be followed during this meeting. The session began with a brief review of the material from the last session, and the participants were asked if they had any questions related to the previous session. The new information began with presenting the six stages that each parent progresses through (i.e., image making, nurturing, authoritative, interpretive, interdependent, and departure). The focus then turned to parenting and school expectations. Participants were informed how to create positive learning spaces, how to manage homework, and the strategies for participating in successful parent-teacher conferences. A scenario that focused on a common homework situation was provided for whole group discussion. After the whole group discussion, parents were then provided
with the opportunity to share or ask any questions they had related to communicating with their child. After the discussion, an inspirational quote was read and the participants were reminded to complete the PESE prior to leaving.

**ICN.** The sixth newsletter was dedicated to home and school expectations. The newsletter began with the objectives to be learned from the newsletter. The presentation of new information discussed the six parenting stages and what can be expected during each stage. The newsletter continued with explaining how parents relate to the successful education of their child and provided strategies to create positive learning spaces, how to manage homework, and strategies for successful parent-teacher conferences. A personal growth activity was provided for parents to reflect on how homework is completed in their home, and how this routine could be improved upon. The newsletter concluded with the researcher’s contact information, and a message for readers to contact the researcher should they have any questions. A brief review of the material from the previous newsletter was included.

**Session seven.** Stress.

**IPES.** The seventh session focuses on how parents deal with stress and the importance of developing support systems. The session began with the objectives to be learned during the session and the agenda to be followed during the meeting. A brief review of the material presented during the last session was given, and the participants were asked if they had any questions from the previous session. Participants learned about various types of stress and what causes stress. Furthermore, the benefits and negative consequences of stress were provided to the participants. Common stress management strategies were provided and discussed. Finally, a discussion about the need
for and strategies to develop support groups was given. Participants were asked to share information about their support groups. After the whole group discussion of support groups, parents were then provided with the opportunity to share or ask any questions they had related to stress or developing support systems. After the discussion, an inspirational quote was read and the participants were reminded to complete the PESE prior to leaving.

**ICN.** The seventh newsletter was dedicated to stress. The newsletter began the objectives to be learned from the newsletter. The new information included providing the definition of various types of stress, what causes stress, the benefits, and the negative consequences of stress. Various stress management strategies were given. The readers were provided with information about the benefits of support groups and how to create positive support groups. A personal growth activity was detailed for parents to utilize one of the suggested strategies for reducing their daily stress. The newsletter concluded with the researcher’s contact information, and a message for readers to contact the researcher should they have any questions. A brief review of the material from the previous newsletter was included.

**Session eight.** Celebration.

**IPES.** The final session was used as a review of the previous lessons and an opportunity for an open forum for participants to discuss how the program has improved or not improved their interactions with their child, family life, and the school relationship. A brief review of each of the sessions and objectives was provided. After the discussion, an inspirational quote was read. Participants were asked to again to complete the Parent Efficacy Subscale, the PESE, and also the PEPE before leaving.
**ICN.** The eighth and final newsletter was dedicated to a review of all the previously provided newsletters. The newsletter began with the objectives to be reviewed in the newsletter. A systematic review from each of the topics was provided. A personal growth activity was provided for parents to reflect back on all the learned material; participants were directed to identify one strategy they are currently implementing, and chose another strategy to begin implementing. The newsletter concluded with the researcher’s contact information, and a message for readers to contact the researcher should they have any questions. A reminder was included in the newsletter to complete the Parental Efficacy Subscale (Johnston & Marsh, 1989), the PESE, and the PEPE that was included with the newsletter, and return the completed assessments to the classroom teacher upon returning the following week.

**Fidelity of Treatment**

The Fidelity of Instruction Questionnaire was completed by two preschool classroom teachers housed in the school. The two teachers completing the fidelity of instruction forms, had at least nine years teaching in a preschool program, and both have a masters' degree in early childhood. Both fidelity checkers attended all IPES. In addition, both fidelity checkers received the ICN the same day it was provided to the participants. Both fidelity checkers received two 20-minute training sessions related to completing the Fidelity of Instruction Questionnaires for both the IPES and the ICN.

Fidelity of Instruction data was taken and assessed using interrater agreement. An agreement between the fidelity checkers was determined when both scorers obtained the same response on the questionnaire. An interrater agreement on the checklist will be determined by \[\frac{\text{agreements}}{\text{agreements} + \text{disagreements}}\] x 100.
Treatment of the Data

Statistical Products and Service Solutions (SPSS, formally known as Statistical Package for the Social Sciences) was used to analyze the data collected during this study. First, the Parental Efficacy Subscale (Johnston and Marsh, 1989) pretest and posttest data were analyzed to answer the research questions. In addition, demographic data will be completed for the study and each participation group. The Parenting Education Session Evaluation (PESE) provided information related to the perceived effectiveness of the sessions. The Parenting Education Program Evaluation provided information related to the parenting perceptions of the overall effectiveness of the program.

- Research Question 1: Did the Interactive Parenting Education Sessions improve the participant's perception of parenting knowledge skills when compared to the Informative Communication Newsletters and the comparison group?

  Analysis: In order to determine if significant differences exist between the interactive parenting education sessions, the informative communication group, and the comparison groups, a 2 x 3 (i.e., time and group) factorial mixed-model ANOVA with repeated measures on pretest and posttest analysis was used. The mean Parental Efficacy Subscale pretest (Johnston and Marsh, 1989) scores and mean Parental Efficacy Subscale posttest (Johnston and Marsh) were used to determine if the groups (i.e., IPES, ICN, and comparison) increased perceived parental efficacy.

- Question 2: Did the Interactive Parenting Education Session and the Informative Communication Newsletters prove successful in increasing positive parenting perceptions?
Analysis: In order to determine if significant differences exist between the interactive parenting education sessions, the informative communication group, and the comparison groups, a 2 x 2 (i.e., group and time) factorial mixed-model ANOVA with repeated measures on pretest and posttest analysis was used. The mean Parental Efficacy Subscale pretest (Johnston and Marsh, 1989) scores and mean Parental Efficacy Subscale posttest (Johnston and Marsh) were used to determine if the groups (i.e., IPES and ICN) increased perceived parental efficacy.

- Research Question 3: Did the participants in the Interactive Parenting Education Sessions show an increased overall approval rating in comparison to the Informative Communication Newsletter group?

Analysis: In order to determine if significant differences exist between the interactive parenting education sessions and the informative communication sessions, an independent t-test was used to determine if the mean overall approval rating scores between groups were different from each other.

- Research Question 4: Did the participants in the Interactive Parenting Education Sessions and the Informative Communication Newsletter show an increased trend of growth?

Analysis: In order to determine if significant differences exist between the interactive parenting education sessions and the informative communication sessions, a total of three 2 x 8 (i.e., group and time) factorial ANOVA’s with repeated measures were conducted utilizing the Parenting Education Program Evaluations for each of the three effects (i.e., perceived effectiveness of presentation method, likelihood participant will utilize the strategies provided, and the relevance of the topic to everyday living).
CHAPTER 4

RESULTS

The purpose of the study was to provide a parenting program, Positive Parenting, designed specifically for culturally and economically diverse families with children attending a Title 1 program and explore their perceived self-efficacy after completing the program. The study also investigated the participant’s perceived effectiveness of the intervention program, the efficacy of the two delivery methods for disseminating parenting skills to participants, and which delivery method provided participants with the greatest knowledge acquisition. Participants were randomly selected to participate in the IPES, ICN, or comparison group. Participants in the IPES attended eight Positive Parenting sessions held on eight consecutive Fridays. Participants in the ICN received eight Positive Parenting newsletters every Thursday at dismissal for eight consecutive weeks. Data were collected to answer four research questions. Before the start of the intervention and at the end of the intervention, the parent’s perceived self-efficacy perceptions were measured using the Parental Efficacy Subscale (Johnston & Marsh, 1989). During the intervention, the participant’s perceived efficacy of the delivery model and acquisition of skills data were collected. At the completion of the eight weeks, the IPES and ICN groups were asked about their perceived satisfaction of the Positive Parenting program. Additionally, fidelity of the treatment data is provided for each delivery method.
Research Questions and Related Findings

Data Screening and Assumption Testing

Data screening and assumption testing procedures proceeded by splitting the file by group and conducting these procedures for each group separately for each of the variables under consideration. This method is more accurate inasmuch as data screening and assumption testing for the entire sample is meaningless when conducting between-subjects analyses, as in the present study. Data screening was done by requesting box plots by group. Deletion of outliers from the dataset is preferred over transformation because transforming the variables in an attempt to normalize data complicates interpretation because the data is no longer in its original scale (Tabachnick & Fidell, 2007); this is especially true if multiple approaches are used in transforming the data. However, deletion of outliers may not be possible in situations in which deleting the outliers would lead to a severe loss of power—that is, datasets with smaller numbers of cases.

Tabachnick and Fidell (2007) warn that leaving outliers untreated is inappropriate because they unduly influence group means with respect to the outcome variables, and thus, they lead to results that are misleading and inaccurate. For the present study, data screening detected two outliers in the IPES group. Although part of the sample of interest, these two cases underestimated the mean for this group, as they were beyond 3 standard deviations below the mean. Hence, the outliers were removed from the data. Furthermore, the data met all requisite assumptions, including normality (all skewness and kurtosis values were less than the absolute value of 2) and homogeneity of error variance (all \( p \)-values were > .05 for Levene’s Test) for each of the outcome variables by
group as well as sphericity. Therefore, data analysis proceeded as planned with the remaining 69 cases.

Equality of Outcome Means at Baseline

A one-way ANOVA was conducted to establish equivalence among the groups on the Parental Efficacy Subscale at baseline. Type of education (IPES, ICN, and comparison) served as the independent variable.

Results demonstrated that there were no statistically significant differences among the groups with respect to the Parental Efficacy score, \( p > 0.07 \). Although not significantly different, the IPES group reported the highest efficacy mean score whereas the ICN group reported the lowest efficacy mean score. Due to the lack of statistical significance between the groups on efficacy score at baseline, there was no need to statistically control scores at pretest.

Descriptive Statistics and Correlations

Table 2 represents the descriptive statistics of parental efficacy by group (i.e., IPES, ICN, and comparison). Descriptive statistics for all outcome measures are also reported by group (see Table 2). Table 3 represents the correlations between three groups (i.e., IPES, ICN, and comparison). The correlation examined three variables: pretest, posttest, and Approval. Zero-order correlations are reported for the IPES group and the ICN group (see Table 3).
### Table 2

**Descriptive Statistics of Parental Efficacy by Group**

| Variable | IPES  
|---------|----------|
|         | n=26     |          | Comparison  
|         | M        | SD       | n=20        | M        | SD       | ICN  
|         | M        | SD       |       | M        | SD       | n=23 |
| Pretest | 4.86     | 0.80     | 4.84  | 1.00     | 4.18     | 0.83  |
| Posttest| 5.14     | 0.65     | 5.04  | 0.82     | 4.58     | 1.04  |
| Approval| 5.46     | 0.58     | -     | -        | 5.15     | 0.95  |
| S1Q1    | 5.46     | 0.81     | -     | -        | 5.04     | 1.33  |
| S1Q2    | 5.46     | 0.81     | -     | -        | 4.95     | 0.93  |
| S1Q3    | 5.50     | 0.81     | -     | -        | 5.00     | 1.04  |
| S2Q1    | 5.61     | 0.70     | -     | -        | 5.00     | 0.90  |
| S2Q2    | 5.73     | 0.72     | -     | -        | 5.13     | 0.97  |
| S2Q3    | 5.88     | 0.43     | -     | -        | 5.00     | 0.95  |
| S3Q1    | 5.77     | 0.59     | -     | -        | 5.22     | 0.95  |
| S3Q2    | 5.69     | 0.62     | -     | -        | 5.17     | 1.07  |
| S3Q3    | 5.62     | 0.70     | -     | -        | 5.26     | 0.96  |
| S4Q1    | 5.73     | 0.73     | -     | -        | 5.26     | 0.96  |
| S4Q2    | 5.58     | 0.76     | -     | -        | 5.26     | 0.94  |
| S4Q3    | 5.62     | 0.70     | -     | -        | 5.26     | 0.96  |
| S5Q1    | 5.65     | 0.70     | -     | -        | 5.35     | 0.98  |
| S5Q2    | 5.69     | 0.62     | -     | -        | 5.43     | 0.90  |
| S5Q3    | 5.65     | 0.75     | -     | -        | 5.43     | 0.90  |
| S6Q1    | 5.85     | 0.46     | -     | -        | 5.35     | 0.88  |
| S6Q2    | 5.77     | 0.51     | -     | -        | 5.43     | 0.90  |
| S6Q3    | 5.81     | 0.49     | -     | -        | 5.35     | 0.88  |
| S7Q1    | 5.58     | 0.81     | -     | -        | 5.35     | 0.89  |
| S7Q2    | 5.73     | 0.53     | -     | -        | 5.43     | 0.84  |
| S7Q3    | 5.77     | 0.65     | -     | -        | 5.39     | 0.84  |
| S8Q1    | 5.80     | 0.51     | -     | -        | 5.30     | 0.88  |
| S8Q2    | 5.69     | 0.74     | -     | -        | 5.43     | 0.84  |
| S8Q3    | 5.62     | 0.75     | -     | -        | 5.35     | 0.83  |

*Note.* Pretest=Parental Efficacy at Pretest; Posttest=Parental Efficacy Posttest; Approval=Overall Approval Rating; S1Q1 to S8Q3 represent the Parenting Education Program Evaluations for each of the eight sessions across three effects.
Table 3

Zero-Order Correlations for the Interactive Parenting Education Sessions and Informative Communication Newsletters Groups

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<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre Efficacy</td>
<td>-</td>
<td>.86**</td>
<td>.13</td>
</tr>
<tr>
<td>2. Post Efficacy</td>
<td>.72**</td>
<td>-</td>
<td>.09</td>
</tr>
<tr>
<td>3. Approval</td>
<td>-.12</td>
<td>.02</td>
<td>-</td>
</tr>
</tbody>
</table>

*Note.* Correlations above the diagonal are for the Interactive Parenting Education Sessions group and those below the diagonal are for the Informative Communication Newsletters group. Pre Efficacy=Parental Efficacy at Pretest; Post Efficacy=Parental Efficacy Posttest; Approval=Overall Approval Rating.

IPES, n=26; ICN, n=23

**p<.01 (one-tailed)

**Research Question 1**

Research Question 1: Did the Interactive Parenting Education Sessions improve the participant’s perception of parenting knowledge skills when compared to the Informative Communication Newsletters and the comparison group?

The Parental Efficacy Subscale (Johnston & Marsh, 1989) is a 9-item, 6-point Likert scale questionnaire that participants indicate their perceived level of affective dimensions of parenting including feelings of frustration, anxiety, and/or poor motivation for the role of parent. Parents indicate their degree of agreement by circling a number between 1 (strongly disagree) and 6 (strongly agree) for each item. The complete total score for the Parental Efficacy Subscale is 54; higher scores indicate greater parental efficacy and satisfaction.

The Parent Efficacy Subscale data were analyzed using a 2 (time: pre and post) x 3 (group: IPES, ICN, comparison) factorial ANOVA with repeated measures to
determine if there were significant increases in perceived parental efficacy and main
effects between the groups. The alpha level was set at .05.

Results of the factorial mixed-model ANOVA with Parental Efficacy score as the
dependent variable demonstrated that the group x time interaction was not statistically
significant, $p = 0.67$. The time main effect, however, was statistically significant, $F_{(1,66)} =
11.36, p = 0.001, \eta^2 = 0.15$, with the IPES group (Pretest: $M = 4.86, SD = 0.80$; Posttest:
$M = 5.14, SD = 0.65$) and the ICN group (Pretest: $M = 4.18, SD = 0.83$; Posttest: $M =
4.58, SD = 1.03$) demonstrating significantly improved parental efficacy at posttest; the
comparison group did not exhibit a statistically significant change in efficacy score across
time, $p > .05$.

The education type main effect was also statistically significant, $F_{(2,66)} = 4.52, p
= 0.01, \eta^2 = 0.12$. Post hoc comparisons showed that statistically significant differences
existed between the IPES and the ICN groups, with the IPES group ($M = 5.00, SD =
0.92$) exhibiting higher parental efficacy than the ICN group ($M = 4.38, SD = 0.87$).
Neither of the differences between these two groups and the comparison reached
statistical significance at $p < .05$.

**Research Question 2**

Question 2: Did the Interactive Parenting Education Session and the Informative
Communication Newsletters prove successful in increasing positive parenting
perceptions?

The Parent Efficacy Subscale data were analyzed using a 2 (time: pre and post) x
2 (group: IPES, ICN) factorial ANOVA with repeated measures to determine if there
were significant increases in perceived parental efficacy and main effects between the groups. The alpha level was set at .05.

Results of the factorial mixed-model ANOVA with Parental Efficacy score as the dependent variable found that the group x time interaction was not statistically significant, $p = 0.53$. Nevertheless, the time main effect was statistically significant, $F(1,47) = 17.37, p < .001, \eta^2 = 0.27$, with the IPES group (Pretest: $M = 4.86, SD = 0.80$; Posttest: $M = 5.14, SD = 0.65$) demonstrating significantly higher parental efficacy at posttest; the ICN group did not exhibit a statistically significant change in efficacy across time, $p > .05$.

The education type main effect was also statistically significant, $F(1,47) = 7.67, p < 0.01, \eta^2 = 0.14$, with the IPES group ($M = 5.00, SD = 0.92$) exhibiting higher parental efficacy than the ICN group ($M = 4.38, SD = 0.87$).

**Research Question 3**

Research Question 3: Did the participants in the Interactive Parenting Education Sessions show an increased overall approval rating in comparison to the Informative Communication Newsletter group?

The PEPE is a 5-item, 6-point Likert scale questionnaire that participants indicate their overall rating of the *Positive Parenting* program for relevancy of topics, parenting behavior change, perceived efficacy of the program, and overall satisfaction of the program. Parents indicate their degree of agreement by circling a number between 1 (strongly disagree) and 6 (strongly agree) for each item. The total score for the Parental Efficacy Subscale is 30, higher scores indicate greater parental efficacy and satisfaction.
The PEPE data were analyzed using an independent \( t \)-test to determine if there were significant differences in the mean between the IPES and ICN groups. The alpha level was set at .05.

Results of the independent samples \( t \)-test showed that there were significant differences between the ICN and IPES groups on overall approval rating, \( t(46) = -2.02, p = .001 \), \( Cohen’s d = -0.39 \), with the IPES group (\( M = 5.46, SD = 0.57 \)) reporting higher approval ratings than the ICN group (\( M = 5.15, SD = 0.95 \)).

**Research Question 4**

Research Question 4: Did the participants in the Interactive Parenting Education Sessions and the Informative Communication Newsletter show an increased trend of growth?

The PESE is a 3-item, 6-point Likert scale questionnaire that participants indicate their overall session ratings of the *Positive Parenting* program for delivery method, strategies presented, and relevance of the topic. Parents indicate their degree of agreement by circling a number between 1 (strongly disagree) and 6 (strongly agree) for each item. The complete total score for the Parental Efficacy Subscale is 15; higher scores indicate greater parental efficacy and satisfaction.

The PESE data were analyzed using three 2 (group: IPES, and ICN) x 8 (responses to an individual question per session) mixed-model ANOVAs to determine if there was a significance between the two groups and the individual responses.

A series of mixed-model ANOVA’s were conducted to determine whether the IPES and ICN groups differed between their ratings among three effects across eight sessions. Type of effect (perceived effectiveness of presentation method, likelihood
participant will utilize the strategies provided, and the relevance of the topic to everyday
living) served as the within-subjects factor and education type (IPES or ICN) served as
the between-subjects factor. The Bonferroni adjustment for the inflation of familywise
Type I error rate was employed to prevent capitalizing on chance variation, which can
occur when conducting multiple analyses on the same data. The more conservative \( p \)-
value for these analyses was \( .05/3 = .016 \). See Table 3 for descriptive statistics of the
session effects by group.

Results of the mixed-model ANOVA with perceived effectiveness of presentation
method rating as the dependent variable found a significant effect x group interaction,
\( F_{(7,41)} = 5.67, p < 0.01, \eta^2 = 0.23 \). Simple main effect comparisons showed that, within
effect type, the IPES group reported significantly higher ratings on effectiveness of
presentation method than the ICN group during sessions 2 (\( \eta^2 = 0.13 \)), 3 (\( \eta^2 = 0.12 \)), 4 (\( \eta^2 \\
= 0.09 \)), 6 (\( \eta^2 = 0.12 \)), and 8 (\( \eta^2 = 0.10 \)). All other simple effects were not significant.
Within education type, ratings of the effectiveness of presentation method were
significantly higher for the IPES group between sessions 6 and 7 when compared to the
ICN group (\( \eta^2 = 0.21 \)).

Results of the mixed-model ANOVA with likelihood participants will utilize the
strategies provided rating as the dependent variable found a non-significant effect x group
interaction, \( p = .83 \). However, the effect type main effect reached significance, \( F_{(7,41)} = 
6.58, p < 0.01, \eta^2 = 0.17 \), with significant differences in overall ratings on the likelihood
of utilization of strategies provided reported between 1 and 6 and between 1 and 7.
Higher likelihood ratings were reported for sessions 6 (\( M = 5.60, SD = 0.70 \)) and 7 (\( M \\
= 5.58, SD = 0.70 \)) than session 1 (\( M = 5.21, SD = 0.90 \)). The group main effect also
reached statistical significance, $F_{(1,47)} = 5.27, p < 0.01$, $\eta^2 = 0.10$, with the IPES group ($M = 5.67, SD = 0.78$) reporting higher overall ratings on the likelihood of utilizing the strategies provided than the ICN group ($M = 5.28, SD = 1.03$).

Results of the mixed-model ANOVA with relevance of the topic of relevance to everyday living rating as the dependent variable found a significant effect x group interaction, $F_{(7,41)} = 4.96, p < 0.01$, $\eta^2 = 0.17$. Simple main effects comparisons showed that, within effect type, the IPES group reported significantly higher ratings on relevance of the topic to everyday living than the ICN group during sessions 2 ($\eta^2 = 0.28$) and 6 ($\eta^2 = 0.10$). All other simple effects were not significant. Within education type, ratings of the relevance of the topic to everyday living were not statistically significant, all $p$-values $> .18$.

**Fidelity of Treatment**

**Fidelity of Parental Education Sessions Instruction Questionnaire**

Parental Education Session fidelity checklists (see Appendix F) were developed to measure the researcher’s adherence to the *Positive Parenting* program during the IPES. Both fidelity of session raters attended the program sessions and completed the checklists to measure adherence to the treatment. The formula agreements/(agreements + disagreements) x 100 was used to establish the fidelity of treatment level (Tawney & Gast, 1984). A fidelity of treatment checklist was completed for all eight IPES. The percent of agreement related to the fidelity of treatment within the IPES was 100% (see Table 4).
Table 4

*IPES Fidelity of Treatment*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Total Agreements</th>
<th>Total Agreements + Disagreements</th>
<th>Percentage of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity of Treatment</td>
<td>40</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Fidelity of Informative Communication Newsletter Questionnaire**

Informative Communication Newsletter fidelity checklists (see Appendix F) were developed to measure the researcher’s adherence to the *Positive Parenting* program as written in the ICN. Both fidelity of session raters read each newsletter and completed the checklists to measure adherence to the treatment. The formula agreements/(agreements + disagreements) x 100 was used to establish the fidelity of treatment level (Tawney & Gast, 1984). A fidelity of treatment checklist was completed for all eight ICN’s. The percent of agreement related to the fidelity of treatment within the ICN was 100% (see Table 5).

Table 5

*ICN Fidelity of Treatment*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Total Agreements</th>
<th>Total Agreements + Disagreements</th>
<th>Percentage of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity of Treatment</td>
<td>40</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Summary of Findings**

The data gathered in this study examined the effectiveness of the *Positive Parenting* intervention for families enrolled in a Title 1 preschool. After the initial data
screening and assumption testing, two outliers from the IPES group were removed, as they were beyond three standard deviations below the mean.

The results of the study indicated that there were no statistical significance between education type (IPES, ICN, and comparison) and time interaction. However, for both IPES and ICN the time main effects were statistically significant demonstrating improved parental efficacy at the posttest. The education type main effect was also statistically significant. Post hoc comparisons showed that statistically significant differences with the IPES group exhibiting higher parental efficacy than the ICN group.

There were statistically significant differences between the ICN and IPES groups on the overall session approval rating; with the IPES group indicating higher approval ratings than the ICN group. Finally, data were explored to determine whether the IPES and ICN groups differed between their ratings among three effects across eight sessions. For perceived effectiveness of the presentation, a significant effect x education type interaction was identified. Simple main effects comparisons showed that, within effect type, the IPES group reported significantly higher ratings on effectiveness of presentation method than the ICN group during sessions two, three, four, six, and eight. The effect was not statistically significant for the likelihood that participants will utilize the strategies. However, the likelihood of utilization of strategies provided, statistical significance was reported between one and six and between one and seven. The IPES group reporting higher overall ratings on the likelihood of utilizing the strategies provided than the ICN group. For the relevance of the topic to everyday living a significant effect x education type interaction was identified. The IPES group reported
significantly higher ratings on relevance of the topic to everyday living than the ICN group during sessions two and six.
CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

There are multitude barriers that inhibit families from participating in the education of their child: lack of communication between school and home (LaRocque et al., 2011), economic limitations (Graves, 2006), inflexible work schedules (Van Velsor & Orozco, 2007), inadequacy to promote academics and personal negative attitude toward school (LaRocque et al.), feelings of inadequacy as a parent and poor self-worth (LaRocque et al.), negative school climate and teacher attitudes (Van Velsor & Orozco), and lack of additional child care and transportation (Van Velsor & Orozco). Multicultural families have additional barriers including misunderstandings or being unaware of education expectations (Colombo, 2004; Van Velsor & Orozco, 2007) and language barriers (Mulligan, 2005). The requirement to create new innovative solutions to assist parents in mediating these barriers and to promote parental involvement in schools has numerous implications. With parental involvement initiatives and student accountability increasing, additional research in growing perceived parental efficacy is vital to increasing parental involvement.

Research indicates a void in parental involvement (Baker and Soden, 1998). Furthermore, research that is focused on parental involvement does not begin before elementary school (Lamb-Parker et al., 2001). Available research has identified a variety of variables that support parental involvement including family background, ethnicity, family structure, maternal employment, socioeconomic status, and gender (El Nokali et al., 2010; Graves, 2006; Myrick, 2000).
Additionally, the emerging research exploits the need for a multicultural parenting education program. Current parenting programs are created for specific ethnicities (Garcia, 2006; Janz, 1996; Mann et al., 2004; Mendez-Baldwin, 2001; Wessle, 2005) or to assist parents with specific skills (Lakes et al., 2011). Furthermore, all of the current parenting programs focus on one delivery type, face to face interactions. Unfortunately, there is no previous research that utilizes a multicultural parenting education program or explores the delivery system of the materials.

This study examined the participants’ perceived self-efficacy before and after completing the Positive Parenting program and the participants’ overall perceived effectiveness of the intervention program. In addition, this study explored the perceived efficacy between two delivery methods for disseminating parenting skills to participants, and which delivery method provided participants with the greatest knowledge acquisition.

**Discussion of Results**

The purpose of the study was to provide a parenting program, Positive Parenting, designed specifically for culturally and economically diverse families with children attending a Title 1 program and explore their perceived self-efficacy after completing the program. The proposed study also investigated the participant’s perceived effectiveness of the intervention program, the efficacy of the two delivery methods for disseminating parenting skills to participants, and which delivery method provided participants with the greatest acquisition knowledge.

This study involved 71 parents with children attending a half-day Title 1 preschool at the selected school. Participants ranged in age, ethnic backgrounds,
schooling backgrounds, marital status, and family incomes. Participation in this study was voluntary. Prior to the implementation of the Positive Parenting program, participants completed the Parent Efficacy Subscale (Johnston and Marsh, 1989) and the parent questionnaire. Participants in the IPES group attended eight one-hour sessions on Fridays. Topics utilized in the Positive Parenting program were specific to the needs of the participants. These topics were expressed by the enrolled families through informal interviews conducted for the three years prior to implementation.

Each IPES consisted of: (a) a review of previously learned materials, (b) new information, (c) whole group learning opportunities to implement the new skills, and (d) and open forum for participants to ask for additional assistance from the researcher and other group participants. Participants in the ICN group received the same information as the IPES group, only in written form. Participants received their newsletters on Thursdays prior to the IPES session. Each ICN consisted of: (a) a review of previously learned materials, (b) new information, (c) guided learning opportunities to implement the new skills, and (d) and contact information to reach the researcher should the reader have any questions.

For each session and newsletter provided, the IPES and ICN participants completed the PESE, a Likert-type scale focused on the individual delivery. Also, upon completion of the eight sessions or the newsletters, participants completed the PEPE, a Likert-type scale focused on the overall satisfaction of the Positive Parenting, and the Parent Efficacy Subscale. A sequential discussion of the results to each question is provided.

**Research Question 1**

Did the Interactive Parenting Education Sessions improve the participant’s perception of parenting knowledge skills when compared to the Informative Communication Newsletters and the comparison group?
It was predicted that the Interactive Parenting Education Sessions intervention group will result in an increased acquisition of positive parenting skills when compared to the Informative Communication Newsletters intervention group and the comparison group.

A review of the findings indicates there was no statistical significance between the education type (IPES, ICN, and comparison) and time (pretest and posttest). However, the overall main effects were statistically significant for both the IPES and the ICN group; the comparison group did not show any statistical significant change in efficacy score from pretest to posttest. There was a large effect size, with 15% of the variance is attributed to time. Additionally, there was a statistically significant main effect for the education type. The IPES group exhibited higher parental efficacy than the ICN group, with 12% being attributed to participation in the IPES group. When the IPES and ICN groups were compared to the comparison group, neither group exhibited statistical significance.

These findings reveal the importance of providing parenting education opportunities to families using various delivery methods. Current research calls for providing education opportunities that fit the needs of the families (LaRocque et al., 2011; Van Velsor & Orozco, 2007). Both the IPES and the ICN groups had increased perceived parenting efficacy over time with greater difference in means between pretest and posttest scores. The greater mean differences for the parenting education signifies that providing an educational parenting program, either delivered by face-to-face sessions or with newsletters, increases the perceived self-efficacy. Additionally, because two delivery methods were available, the effects that most barriers impose on parents’ ability to participate were eliminated, as parents were able to change participation groups after
the initial random group assignments, and choose the best delivery method to meet the needs of the individual and the family. Therefore, this study expands the research related to overcoming barriers that inhibit participation in parenting education.

It is likely that non statistical findings may have resulted due to the inability to control the IPES, the ICN, and the comparison group from communicating with each other. As all participants were located in the same community and at the same school, although from different classrooms, it was impossible to ensure that parents did not communicate with each other about the study. Additional research would have to be conducted to determine if this is an accurate explanation for the findings.

In the ICN and comparison group, participants completed the parental questionnaire independently, and it was difficult to ensure the same individual completed both the pre and post assessments. In the case of this research project, the researcher did verify that all Parent Efficacy subscales, PESE, and PEPE were completed by the same participant, by verification of name; however, it cannot be determined without caution that these assessments may have been completed by another individual. Additional research would have to be conducted to determine if this could have attributed to the findings.

Another explanation of the non significant finding may be because the pre and post assessments were self-reported measures. According to Baker and Soden (1998) self-report data can be unreliable because as parents may rate themselves more favorably than a nonbiased observer. Additional research would have to be conducted that utilizes direct observation of parental behaviors with the use of standardized data collection tools to determine if this is an accurate explanation for the findings.
Research Question 2

Question 2: Did the Interactive Parenting Education Session and the Informative Communication Newsletters prove successful in increasing positive parenting perceptions?

It was predicted that the Interactive Parenting Education Sessions intervention group will result in increased parent self-efficacy when compared to the Informative Communication Newsletters intervention group.

A review of the findings show there was no statistical significance between the group (IPES and ICN) and time (pretest and posttest). However, the main effect for time was statistically significant for the IPES group demonstrating higher perceived parental efficacy at the time of the posttest. Additionally, there was a statistically significant main effect for the education type. The IPES group exhibited higher parental efficacy than the ICN group.

The findings of the current research indicate that participants in the IPES group demonstrated higher parental perceived self-efficacy at the conclusion of the Positive Parenting program in comparison to the ICN group. Fourteen percent of this variability can be attributed to the delivery systems utilized in the program. IPES participants were required to attend weekly meetings, while ICN participants could read the information as time allowed. These findings may indicate that the IPES participants resulted in greater post perceived efficacy scores due to the location and or delivery method of the parental involvement. Because parents were required to attend for one-hour per week, they may have been more focused on the goals of the classes.
Additionally, this result could possibly be linked to the difference between the two delivery models; specifically, the use of an open forum for participants to ask questions to the researcher as well as other participants. Face to face trainings were the only difference between the delivery methods, and these finding may indicate the utilization of an open forum may have provided parents with the opportunity to have specific questions answered and thus increasing their sense of efficacy.

There is minimal research related to the effects of a parenting education program utilizing two delivery methods; therefore, this study extends the research to this population. It is likely that the non-statistical findings may have resulted because of the inability to control the IPES and the ICN participants from communicating to with each other. As all participants were located in the same community and at the same school, although from different classrooms, it was impossible to ensure that parents did not communicate with each other. Additional research would have to be conducted to determine if this is an accurate explanation for the findings. However, all active participants in the study did show an increase in self-efficacy; thus extending the research on providing an effective parenting education program created for multicultural participants.

**Research Question 3**

Research Question 3: Did the participants in the Interactive Parenting Education Sessions show an increased overall approval rating in comparison to the Informative Communication Newsletter group?
It was predicted that the individuals participating in the Interactive Parenting Education Sessions intervention will show greater program approval ratings to those individuals who participated in the Informative Communication Newsletter intervention.

The Parenting Education Program Evaluation (PEPE) was created by the researcher to evaluate the perceived effectiveness and participant satisfaction of the Positive Parenting program. The PEPE was a 5-item, 6-point Likert-scale assessment exploring the overall satisfaction with (a) topic choice, (b) behavior change due to participation in program, (c) increased understanding of their child development and appropriate expectations, (d) effects of the program, and (e) overall knowledge acquisition as perceived by the participant. Parents indicated their degree of agreement by circling a number between 1 (strongly disagree) and 6 (strongly agree) for each item. The complete score for the PESE is 30; higher scores indicate greater parental satisfaction of the Positive Parenting program.

Utilizing the PEPE findings, there were significant differences between the IPES and ICN groups on overall approval rating. The participants of the IPES indicated a higher overall approval rating for the Positive Parenting program.

According to Halgunseth et al., (2009) to support strong family involvement they recommended that parent education opportunities be available for enhancing family engagement in early childhood programs. The findings from the current study indicate that the current research was successful in creating successful parenting education classes; thus extending the research on providing an effective multicultural parenting education program.
The findings of the current study related to the overall approval of the program may be related to the delivery method utilized. Participants in the IPES group met once a week for eight consecutive weeks. This meeting time was consistent throughout the entire intervention. In addition, the participants’ attendance was also consistent. Interest and participation in the IPES group was greater than the ICN group. A total of 28 families attended all 8 sessions. In the case of all IPES participants, the same individual attended every session; in some instances, participants had other family members attend with them. Participants may have utilized the open forum to answer specific questions about their child. In the IPES format it was easier for participants to receive feedback in comparison to the ICN format, even though the researcher did provide various ways (e.g., phone, email, school hours) to receive assistance.

**Research Question 4**

Research Question 4: Did the participants in the Interactive Parenting Education Sessions and the Informative Communication Newsletter show an increased trend of growth?

The Parenting Education Session Evaluation (PESE) was created by the researcher to evaluate the eight individual sessions. The PESE was a 3-item, 6-point Likert scale assessment that explores the participants’ thoughts about the *Positive Parenting* program in relation to the sessions. The three areas explored included: presentation method for disseminating information, likelihood the participant will utilize the strategy, and relevance of the topic to the participant’s everyday life. Parents indicated their degree of agreement by circling a number between 1 (strongly dissatisfied)
and 6 (strongly satisfied) for each item. The completed score for the PESE was 18; higher scores indicated greater parental satisfaction of the Positive Parenting session.

The mean for each group per session were identified. The analysis revealed a statistically significant difference between perceived effectiveness of presentation and group (IPES and ICN). Twenty-three percent of the effectiveness of the presentation can be attributed to the group.

Simple main effect comparisons showed that within the effect type, the IPES group reported significantly higher ratings on effectiveness of presentation method than the ICN group during sessions two (developmental milestones), three (communication), four (developing schedules, rules, and routines); six (expectations of home and school), and eight (celebration). Statistically significant findings were identified for the IPES group for sessions six (expectations of home and school) and seven (stress) in comparison to the ICN group.

For the IPES and the ICN groups when compared with the likelihood that participants’ utilization of the strategies, the analysis revealed a non-statistically significant difference. However, the effect type main effect reached significance for sessions six (expectations of home and school) and seven (stress) when compared to session one (introduction). Additionally, education type main effect also reached statistical significance, with the IPES group reporting higher overall ratings on the likelihood of utilizing the strategies provided than the ICN group.

The final analysis for question four reveals a significant effect x group interaction with relevance of the topic to everyday life. The simple main effects comparisons showed that, within effect type, the IPES group reported significantly higher ratings on
relevance of the topic to everyday living than the ICN group during sessions 2 (developmental milestones) and 6 (expectations of home and school).

The analysis revealed a statistically significant difference between perceived effectiveness of presentation and education type; and relevance of the topic to everyday living rating. The IPES group found the delivery method more successful for learning about developmental milestones; communication; developing schedules, rules, and routines; expectations of home and school, and celebration sessions. A possible explanation for this finding may conclude the IPES delivery model may be more beneficial for learning about new positive parenting strategies. This may be because participants have the opportunity to ask for clarification on newly learned material; have an opportunity to solve a common scenario and hear how others may handle the situation; and have the opportunity to receive guidance to resolve specific problems from the researcher and other participants.

There was no statistically significant difference between the IPES and ICN groups for the likelihood of participants’ utilization of the strategies. However a main effect identified a difference in utilizing the strategies learned during the home and school expectations and stress presentations. A possible explanation for this finding may include the relevance of the topic as directly related to the parent, and did not require any behavior changes related to daily interactions with their child. Both of these topics provided suggestions of what parents could do to provide a positive learning atmosphere in the home. Additionally, the IPES group reported higher overall ratings on the likelihood of utilizing the strategies provided than the ICN group. A possible explanation for this may include their overall understanding of the concepts may be higher due to the
delivery method utilized to present the materials to the participants. Additionally, participants in the IPES group may have sensed more social pressures to utilize the Positive Parenting strategies because of the interaction with the researcher and other group participants. The IPES group may have increased sense of clarity about the material presented because these participants were able to ask for clarification if they were unclear of the information.

**Conclusions**

Based on the results obtained in this research, the conclusions of this study include:

1. Utilization of the Positive Parenting program in a Title 1 school increased participants overall perceived self-efficacy skills over time.
2. A combined parent education program that incorporates face-to-face session and newsletter delivery systems may be used to improve parents’ perceived self-efficacy skills over time.
3. The IPES group had greater overall perceived self-efficacy skills at the posttest than either the ICN or the comparison group.
4. Participants in the IPES group had greater satisfaction rates for overall ranking in method of information delivery, relevance of the topic to everyday life, and likelihood of strategy utilization.
5. Participants in the IPES group had greater overall satisfaction of the Positive Parenting program.
Practical Limitations

Several practical limitations emerged from this study. First, for obtaining information back from the ICN and the comparison group, the researcher many need to ensure the pretest and posttest are completed by the same individual. In some cases, the individual who received the information may not have been the participant. When compiling the data, the researcher did compare participant names to ensure the participant name on the participant questionnaire matched the pretest, posttest, weekly data, and overall satisfaction data; but further caution need to be implemented.

A second practical implication that emerged from this research was when conducting this study it was unclear if the participants read the newsletter. Clearly, additional assessments would need to be conducted to ensure participants read the newsletter. However, this may also discourage participants from enrolling in the ICN group.

A third implication that emerged from this research is when working with the Positive Parenting program, eight consecutive weeks may be difficult for some participants. In the current study, 51 participants completed either the eight sessions or returned the weekly data form indicating the participant read the newsletter. Providing the sessions over the course of a school year may increase the potential participants, and alter the findings.

Recommendation for Further Research

Recommendations for further study emerged from the results obtained in this study. Included among these recommendations are the following:
1. Research should be conducted to investigate the effects of the *Positive Parenting* program on perceived parental efficacy over a longer period of time. The outcomes may be different with a greater length of time between each session.

2. Research should be conducted to investigate the effects of the current study on different populations (i.e., rural communities, metropolitan cities in various regions beyond the southwest, and with more diverse ethnicities). The outcome may be different when interacting with parents from increasingly diverse populations than where this study took place.

3. Research should be conducted to investigate the addition of a fourth participation group to include online possibilities. This should include providing the same session content, but providing the opportunity for the group to create an online blog support group. The outcome may be different when the online group has the possibility of continuous support rather than just when requested or during the meetings.

4. Research should be conducted that utilizes a multiple delivery system method (i.e., newsletter and sessions; newsletters, sessions, or online capabilities). This outcome may alter from current findings and participation may increase when utilizing multiple delivery systems.

5. Research should be conducted to investigate the parental involvement activity types (i.e., passive or active activities) for parents participating in a parenting program. The outcomes may support increased parental involvement after participating in parent skills training opportunities.
6. Research should be conducted to investigate the potential effects a parental skills training program has on student academic outcomes. The outcomes may support increased academic achievement for students immediately and longitudinally.

**Summary**

This study contributes to the research of parent education programs in that it appears to be one of the first studies designed to measure the impact of a multicultural parenting programs ability to provide positive parenting techniques utilizing two different delivery types. The present study lays the foundation for further research into providing parenting education programs to participants through various delivery methods to increase positive parenting perceptions.
APPENDIX A

RECRUITMENT MEETING
Positive Parenting
Paternidad Positiva

Introduction
- Rae Ette Newman

Introducción
- Rae Ette Newman
Positive Parenting
• Created for you, by you
• Eliminate Barriers
• Work for you

Paternidad Positiva
• Creado por usted, para usted
• Eliminar Barreras
• Trabajar para usted

Session Topics
• 8 sessions
  – Introduction
  – Developmental milestones
  – Communication
  – Developing schedules and routines
  – Behaviors
  – Expectations of home & school
  – Stress
  – Celebrations

8 sesiones
  – Introducción
  – Etapas de desarrollo
  – Comunicación
  – Desarrollo de horarios y rutinas
  – Comportamietos
  – Expectativas de casa y escuela
  – Estrés
  – Celebración
<table>
<thead>
<tr>
<th>Participation</th>
<th>Participación</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interactive sessions</td>
<td>• Sesiones Interactivas</td>
</tr>
<tr>
<td>• Newsletters</td>
<td>• Boletines Informativos</td>
</tr>
<tr>
<td>• Comparison group</td>
<td>• Comparación grupal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Propósito</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase self-efficacy</td>
<td>• Aumentar la autoeficacia</td>
</tr>
<tr>
<td>• Effectiveness of Positive parenting program</td>
<td>• Efectividad en la paternidad positiva</td>
</tr>
<tr>
<td>• Delivery methods</td>
<td>• Distribución de materiales</td>
</tr>
<tr>
<td>• Delivery provides/promotes use of strategies</td>
<td>• Proveer información/fomentar el uso de estrategias</td>
</tr>
</tbody>
</table>
Thank you for your participation
Gracias por su participación
Any questions
Alguna pregunta
APPENDIX B

COVER LETTERS FOR PARTICIPATION
Parent Education Opportunity

To All Pre-Kindergarten Parents at Gene Ward Elementary,

Gene Ward elementary will be hosting a series of Parent Education classes for all parents with children attending the half-day pre-kindergarten sessions. This program is specifically designed for parents with children attending a pre-kindergarten program. The Parent Education Sessions are designed to provide participants with knowledge, skills, and strategies for promoting positive interactions with young children.

The Parent Education classes will be offered two ways. Participants will have the opportunity to participate in Interactive Parenting Education Sessions at Gene Ward Elementary school, or have the opportunity to receive the information through program informative newsletters.

Interactive Parent Education Session participants will meet three Fridays a month for three months, lasting approximately for one hour. For individuals receiving the information through newsletters, you will receive the newsletters three times a month, for three months.

This program is part of a research project for a doctoral dissertation on parent training programs and information delivery.

Please review the program overview and additional information. If you wish to participate in either the Interactive Parenting Education Sessions or receive the same information through informative newsletters, please complete the participation form and return the form to your classroom teacher. You will receive additional information prior to the start of the parenting education sessions. If you have any additional questions please feel free to contact me at Gene Ward Elementary.

Thank you for your consideration,

Rae Ette Newman

Gene Ward Elementary 799-5650
Oportunidad de Educación para Padres

Para los Padres de Pre-Kinder de la Escuela Primaria Gene Ward,

La escuela primaria Gene Ward ofrecerá una serie de clases de Educación para Padres, dirigidas a todos aquellos que tengan niños inscritos en cualquier turno de Pre-Escolar, son específicamente designadas para ellos. Las sesiones están diseñadas para proporcionar a los participantes los conocimientos, habilidades y estrategias para promover interacciones positivas con niños pequeños.

Las clases se ofrecerán de dos formas. Los participantes tendrán la oportunidad de asistir a sesiones interactivas en la escuela o podrán recibir la información a través de boletines informativos.

Las sesiones interactivas serán tres Viernes al mes durante tres meses con duración aproximada de una hora. Los individuales recibirán la información a través de revistas tres veces al mes durante tres meses.

Este programa forma parte de un proyecto de investigación para una tesis de un doctorado sobre capacitación y entrega de información a padres de familia.

Por favor revise la descripción e información adicional del programa. Si usted desea participar en las sesiones Interactivas o recibir la misma información por medio de revistas y boletines, favor de llenar y entregar la forma de participación al maestro de su niño. Usted recibirá información adicional antes de iniciar las clases. Si tiene alguna pregunta con toda libertad puede contactarme en la escuela Gene Ward.

Gracias por su consideración,

Rae Ette Newman

Escuela Primaria Gene Ward  799-5650
Parent Education Overview

Where: Gene Ward Elementary School
When:
Who: parents of children attend the pre-kindergarten program at Gene Ward Elementary
Structure: Information will be provided two different ways

Interactive Parenting Education Sessions: participants will attend eight one-hour sessions at Gene Ward Elementary. Each session includes a presentation of information, concept demonstration, and an open forum for participants. Refreshments will be available as well as free child care.

Informative Communication Newsletters: participants will receive eight newsletters related to the same topic discussed during the Interactive Parenting Education Session. The newsletter will provide the basic concepts and also a guided situation for parents to utilize the provided information.

Materials: All participants will be provided with the handouts during the Interactive Parenting Education Sessions or the newsletters.

Sponsors: This project is sponsored by the Gene Ward Elementary school under the supervision of Dr. Jeffrey Geier from the University of Las Vegas, Nevada

Program Topics Include:

- The Typically Developing Child
- Communicating with the four-year-old
- Developing schedules, rules, and routines
- Child behaviors
- Home and School expectations
- Parent stress: coping and

Any additional questions or comments, please feel free to contact

Rae Ette Newman
Investigator

799-5650
Descripción General del Programa Educación para Padres

Dónde: Escuela Primaria Gene Ward
Cuándo:
Quién: los padres de niños que asisten al programa de pre-escolar en la Escuela Primaria Gene Ward

Estructura: la información se proporcionará de dos formas

Sesiones interactivas: Los participantes asistirán a ocho sesiones de una hora en la Escuela Gene Ward. Cada una incluye presentación, demostración y foro abierto para los participantes. Se proveerá refrigerio y cuidado de niños gratis.

Boletines informativos de comunicación: los participantes recibirán ocho boletines informativos relacionados con los mismos temas del grupo interactivo. Contendrán conceptos básicos así como una situación guiada para que los padres utilicen la información proporcionada.

Materiales: Todos los participantes recibirán folletos informativos durante sus respectivas sesiones.
Patrocinadores: Este proyecto está patrocinado por la Escuela Primaria Gene Ward bajo supervisión del Dr. Jeffrey Gelfer de la Universidad de Las Vegas, Nevada

Para preguntas y comentarios adicionales favor de contactar a:

Rae Ette Newman
Escuela Primaria Gene Ward
Maestra título 1 de Pre-Escolar
799-5650

TEMAS INCLUIDOS EN EL PROGRAMA

Tiemas del Programa:
- Desarrollo típico del niño
- Comunicación con los de cuatro años
- Desarrollo de horarios, reglas y rutinas
- Comportamientos infantiles
- Expectativas de la Casa y la Escuela
- Estrés de los Padres: aprender a afrontarlo con éxito
Dear Parents,

Thank you for your interest in the parent education program being offered at Gene Ward Elementary School. This program is designed specifically for parents of young children attending a preschool program who are able to attend interactive parenting sessions. This parenting program will provide you with relevant strategies in hopes of meeting the needs of you and your child and increasing your parenting effectiveness. These topics include managing challenging behaviors, creating schedules and routines, understanding the developing child, building support systems and coping with stress.

Each class will be approximately 60 minutes long. The class presents you with positive parenting skills and relevant information for you to successfully implement the strategies in your home. In addition, session will include a scenario for you to consider and reflect what you would do utilizing the new skills learned during the sessions. There will be an open opportunity for you to seek advice relating to your own concerns.

This program is part of a research project for a doctoral dissertation on parent training programs and information delivery. You are asked to complete a parent survey at the first and last session lasting about 15 minutes. All information is confidential.

If you have any additional questions prior to the start of the newsletters, please feel free to call me 799-5650 ext. 4079.

Sincerely,

Rae Ette Newman

Session dates and topics

Date TBD
Introduction

Date TBD
Typically Developing Children

Date TBD
Talking, building and maintaining positive parenting relationships with children

Date TBD
Developing schedules, rules, and routines

Date TBD
Behaviors

Date TBD
Expectations of home and school

Date TBD
Stress management and building support systems

Date TBD
Utilizing the strategies, and celebrating the successes

CONTACT INFORMATION

Rae Ette Newman
Investigator
Gene Ward: 799-5650 ext. 4076
Email: rnewman@internet.com
Dear Parents,

Thank you for your interest in the parent education program being offered at Gene Ward Elementary School. This program is designed specifically for parents of young children attending a preschool program who are unable to attend interactive parenting sessions. This parenting program will provide you with relevant strategies in hopes of meeting the needs of you and your child and increasing your parenting effectiveness. These topics include managing challenging behaviors, creating schedules and routines, understanding the developing child, building support systems and coping with stress.

You will receive a total of eight newsletters introducing you to the positive parenting skills and relevant information for you to successfully implement the strategies in your home. In addition, each newsletter will include a scenario for you to consider and reflect what you would do utilizing the new skills learned in the newsletters. Each newsletter should take approximately 10 minutes of your time.

This program is part of a research project for a doctoral dissertation on parent training programs and information delivery. You are asked to complete a parent survey and return prior to receiving your first and after receiving your final newsletter. All information is confidential.

If you have any additional questions prior to the start of the newsletters, please feel free to call me 799-5650 ext. 4079.

Sincerely,

Rae Ette Newman

Contact Information
Rae Ette Newman
Investigator
Gene Ward: 799-3630 ext. 4078
Email: rnewman@intact.ccsd.net

Newsletter dates and topics
Date TBD
Introduction
Date TBD
Typically Developing Children
Date TBD
Talking, building and maintaining positive parenting relationships with children
Date TBD
Developing schedules, rules, and routines
Date TBD
Behaviors
Date TBD
Expectations of home and school
Date TBD
Stress management and building support systems
Date TBD
Utilizing the strategies, and celebrating the successes
Estimados Padres,

Gracias por su interés en el programa educación para padres ofrecido por la Escuela Primaria Gene Ward. Está diseñado específicamente para todos aquellos que tienen niños de pre-escolar y cuentan con disponibilidad de asistir a sesiones interactivas de padres. En dicho programa se le proporcionarán estrategias de ayuda para satisfacer las necesidades de usted y del niño, aumentando así su efectividad como padre. Los temas incluyen el manejo de comportamientos difíciles, elaboración de horarios y rutinas, comprensión del desarrollo infantil y creación de sistemas de apoyo para enfrentar el estrés.

Cada clase será aproximadamente de 60 minutos. Se presentará información y habilidades positivas para que usted obtenga éxito al implementarlas en casa. Además se incluirá un escenario donde tendrá la oportunidad de reflexionar y considerar todo lo que puede lograr cuando aplique los conocimientos adquiridos durante las sesiones, también podrá buscar asesoramiento en relación a sus propias preocupaciones.

Este programa es parte de una investigación para una tesis de un doctorado referente a entrenamiento y entrega de información a padres de familia.

Se le pedirá que conteste una encuesta el primer y último día de las sesiones que durará aproximadamente 15 minutos. Toda la información es confidencial.

Si tiene alguna pregunta antes de iniciar por favor comuníquese al 799-5650 ext. 4079

INFORMACION DEL CONTACTO

Rae Etta Newman
Investigador
Gene Ward: 799-5650 ext. 4075
Email: mnewman@interact.com.net

Fechas de las sesiones

**Fecha por determinar**
Introducción

**Fecha por determinar**
Desarrollo típico del niño

**Fecha por determinar**
Hablando, construyendo y manteniendo relaciones positivas con sus hijos

**Fecha por determinar**
Desarrollo de horarios, reglas y rutinas

**Fecha por determinar**
Comportamientos

**Fecha por determinar**
Esperanzas de casa y escuela

**Fecha por determinar**
Sistemas para manejar y apoyar el estrés

**Fecha por determinar**
Utilizando estrategias y celebrando los éxitos
Estimados Padres,

Gracias por su interés en el programa educación para padres ofrecido por la Escuela Primaria Gene Ward. Está diseñado específicamente para todos aquellos que tienen niños de pre-escolar y no cuentan con disponibilidad de asistir a las sesiones interactivas de padres. En dicho programa se le proporcionarán estrategias de ayuda para satisfacer las necesidades de usted y del niño, aumentando así su efectividad como padre. Los temas incluyen el manejo de comportamientos difíciles, elaboración de horarios y rutinas, comprensión del desarrollo infantil y creación de sistemas de apoyo para enfrentar el estrés.

Usted recibirá en total ocho boletines. Por medio de ellos se le proporcionará información y habilidades positivas para que usted obtenga éxito al implementarlas en casa. Además se incluirá en cada folleto un escenario donde tendrá la oportunidad de reflexionar y considerar todo lo que puede lograr cuando aplique los conocimientos adquiridos a través de la lectura. Le tomará aproximadamente 10 minutos de su tiempo.

Este programa es parte de una investigación para una tesis de un doctorado referente a entrenamiento y entrega de información a padres de familia. Se le pedirá que complete y entregue al maestro del grupo una encuesta el primer y último día de haber recibido sus boletines. Toda la información es confidencial.

Si tiene alguna pregunta antes de iniciar por favor comuníquese al 799-3650 ext. 4079

INFORMACION DEL CONTACTO
Rae Ester Newman
Investigador
Gene Ward: 799-3650 ext. 4076
Email: rnewman@moest.ccsd.net

Fechas y temas de los boletines

Fecha por determinar
Introducción

Fecha por determinar
Desarrollo típico del niño

Fecha por determinar
Hablando, construyendo y manteniendo relaciones positivas con sus hijos

Fecha por determinar
Desarrollo de horarios, reglas y rutinas

Fecha por determinar
Comportamientos

Fecha por determinar
Esperanzas de casa y escuela

Fecha por determinar
Sistemas para manejar y apoyar el estrés

Fecha por determinar
Utilizando estrategias y celebrando los éxitos
Parental Efficacy Subscale

(Johnston and Marsh, 1989; adopted from Gibaud-Wallston & Wandersman, 1978)

Please rate the extent to which you agree or disagree with each of the following statements.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

1. Even through being a parent could be rewarding, I am frustrated now while my infant/child is at his/her present age.

2. I go to bed the same way I wake up in the morning, feeling I have not accomplished a whole lot.

3. I do not know why it is, but sometimes when I’m supposed to be in control, I feel more like the one being manipulated.

4. My mother/father was better prepared to be a good mother/father than I am.

5. A difficult problem in being a parent is not knowing whether you’re doing a good job or a bad one.

6. Sometimes I feel like I’m not getting anything done.

7. My talents and interests are in other areas, not in being a parent.

8. If being a mother/father of an infant/child were only more interesting, I would be motivated to do a better job as a parent.

9. Being a parent makes me tense and anxious

1 2 3 4 5 6
Subescala de Eficacia Parental
(Johnston y Marsh, 1989; adoptado from Gibaud-Walston & Wandersman, 1978)

Por favor indique si usted está de acuerdo o de desacuerdo en cada uno de los siguientes puntos:

<table>
<thead>
<tr>
<th>Totalmente de Acuerdo</th>
<th>Algo de Acuerdo</th>
<th>Acuerdo</th>
<th>Desacuerdo</th>
<th>Algo de Desacuerdo</th>
<th>Totalmente de Desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

1. A través de ser un padre gráficamente me siento, frustrado mientras mi niño pequeño se encuentra en esta edad.  
2. Cuando voy a la cama y luego despierto a la mañana siguiente siento que no he logrado mucho.  
3. No sé porque, pero algunas veces cuando se supone debo estar en control me siento más bien manipulado.  
4. Mis padres estaban mejor preparados para ser un/a mejor mamá/papá que yo.  
5. No es un problema difícil de saber si estas haciendo un buen o un mal trabajo de padre.  
6. A veces siento que no puedo terminar nada.  
7. Mis talentos e intereses son en otras áreas y no en ser padre.  
8. Si ser padre o madre de un niño pequeño fuera más interesante, me motivaría a hacer mejor trabajo como padre de familia.  
9. El ser padre me provoca tensión y ansiedad.
APPENDIX D

PARENT QUESTIONNAIRE
Participant Demographics

Date ______________________

Name ______________________

Who will be attending the sessions?
  ○ Mother
  ○ Father
  ○ Other (specify) ______________

Age of participant
  ○ Less than 20
  ○ 21-35
  ○ 36-45
  ○ 46+

Ethnicity (please check all that apply)
  ○ African American
  ○ Caucasian
  ○ Hispanic
  ○ Other (specify) ______________

Highest educational level
  ○ No high school
  ○ Some high school
  ○ High school
  ○ Some college
  ○ College degree
  ○ Graduate college

Marital Status
  ○ Single
  ○ Married
  ○ Widowed
  ○ Other (specify) ______________

Employment Status
  ○ Not currently employed
  ○ Employed part time
  ○ Employed full time

Family Income (gross per year)
  ○ Less than $22,050
  ○ $22,051-$33,000
  ○ $32,001-$43,000
  ○ $45,001-$55,000
  ○ $55,001 +
Fecha ______________________
Nombre ______________________

Demografía de los Participantes

¿Quién va a asistir a las secciones?
- Madre
- Padre
- Otro (especifique) ______________

Edad del Participante
- Menor de 20
- 21-35
- 36-45
- 46+

Grupo Étnico (marque al que corresponde)
- Afroamericano
- Blanco
- Hispano
- Otro (especifique) ______________

Ultimo Nivel de Educación
- No Preparatoria
- Algo de Preparatoria
- Preparatoria
- Algo de Universidad
- Diploma Universitario
- Graduado de Universidad

Estado civil
- Soltero/a
- Casado/a
- Viudo/a
- Otro (especifique) ______________

Estado de Empleo
- No está empleado actualmente
- Empleado medio tiempo
- Empleado tiempo completo

Ingresos Familiares (por año en bruto)
- Menos de $22,050
- $22,051-$37,000
- $32,001-$45,000
- $45,001-$55,000
- $55,001 +
APPENDIX E

PARENT EDUCATION SESSION EVALUATION
Student Name ____________________________
Parent Name ____________________________

**Parenting Education Session Evaluation**

Please rate the extent to which you agree or disagree with each of the following statements.

<table>
<thead>
<tr>
<th>Completely Dissatisfied</th>
<th>Mostly Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Mostly Satisfied</th>
<th>Completely Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

- How do you rate the presentation method used for presenting the information? 1 2 3 4 5 6
- How likely are you to use the strategies provided to you during this session/newsletter? 1 2 3 4 5 6
- How do you rate the relevance of the topic to your everyday living? 1 2 3 4 5 6
Evaluación de la Sesión Educación para Padres

Por favor indique su grado de conformidad en los siguientes puntos.

<table>
<thead>
<tr>
<th>Totalmente</th>
<th>Mayormente</th>
<th>Algo</th>
<th>Completamente</th>
<th>Mayormente</th>
<th>Completamente</th>
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<td>Insatisfecho</td>
<td>Insatisfecho</td>
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</table>

- ¿Cómo evalúa el método que se uso para presentar la información?
  1  2  3  4  5  6

- ¿Qué probabilidades hay de que utilice las estrategias proporcionadas durante las sesiones/boletines?
  1  2  3  4  5  6

- ¿Cómo valora la importancia del tema en su vida diaria?
  1  2  3  4  5  6
APPENDIX F

PARENT EDUCATION PROGRAM EVALUATION
Parenting Education Program Evaluation

Please rate the extent to which you agree or disagree with each of the following statements.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
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</table>

| The workshop topics were relevant to what I experience as a parent. | 1 2 3 4 5 6 |
| I act differently with my child because I have been thinking about the program. | 1 2 3 4 5 6 |
| I have changed some of my behaviors toward my child because of my understanding of my child’s stage of development and knowledge realistic expectations. | 1 2 3 4 5 6 |
| Attending the program made parenting easier. | 1 2 3 4 5 6 |
| I learned a great deal in this program. | 1 2 3 4 5 6 |
### EVALUACIÓN DE EDUCACIÓN PARA PADRES

Por favor indique su acuerdo o desacuerdo en cada uno de los siguientes puntos.

<table>
<thead>
<tr>
<th>Totalmente</th>
<th>Algo de Acuerdo</th>
<th>De Acuerdo</th>
<th>Algo de Desacuerdo</th>
<th>Totalmente de Desacuerdo</th>
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<th>Enunciado</th>
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</thead>
<tbody>
<tr>
<td>Los temas de los talleres fueron relevantes en mi experiencia como padre.</td>
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<tr>
<td>Actúe de manera diferente con mi hijo porque el programa me ha puesto a</td>
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<td>pensar.</td>
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<tr>
<td>Algunos de mis comportamientos hacia mi hijo han cambiado porque he</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>comprendido las etapas de desarrollo, los conocimientos y las expectativas.</td>
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</tr>
<tr>
<td>Mi asistencia al programa me ha ayudado ser mejor padre.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>He aprendido mucho en este programa</td>
<td></td>
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</tr>
</tbody>
</table>

157
APPENDIX G

FIDELITY OF PARENTAL EDUCATION SESSIONS INSTRUCTION

QUESTIONNAIRES
Fidelity of Parental Education Sessions Instruction Questionnaires

Directions: the observer will place a check (✓) next to “Yes” if the information is presented in the Newsletter. If the information is not presented, the observer will place a check (✗) next to “No.”

1. Main topic introduced       Yes       No
2. Additional points were provided to better understand the topic       Yes       No
3. Group guided learning opportunity was provided       Yes       No
4. A discussion of possible responses for guided learning occurred       Yes       No
5. An open forum for participant inquiry occurred       Yes       No
APPENDIX H

FIDELITY OF INFORMATIVE NEWSLETTER QUESTIONNAIRES
Fidelity of Informative Newsletter Questionnaires

Directions: the observer will place a check (✓) next to “Yes” if the information is presented in the Newsletter. If the information is not presented, the observer will place a check (✗) next to “No.”

1. Main topic introduced       Yes       No
2. Additional points were provided to better understand the topic       Yes       No
3. Group guided learning opportunity was provided       Yes       No
4. At least two possible responses for guided learning were presented       Yes       No
5. Contact information for the investigator was presented       Yes       No
### Session and Newsletter Outline

**Session One: Introduction to the program**

**Objectives:**
1. To help parents understand the purpose of the research
2. To introduce topics to be covered during the eight weeks
3. Building a trusting and collaborative relationships with investigator and other parents participating in the session
4. Complete

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10 minutes| **Introduction**<br>1. Introduction of investigator<br>1. Background of study<br>2. Purpose of the study<br>  
    a. Increase parenting effectiveness<br>  
    b. Identifying the best communication for education purposes<br>  
    c. Determine effectiveness of parenting education |
| 15 minutes| **Introduce Program format and sessions**<br>1. Session framework<br>  
    a. Review of previously learned material<br>  
    b. Presentation of new material<br>  
    c. Interactive learning opportunity (hypothetical scenarios or role playing exercises)<br>  
    d. Activity (may be done before interactive learning opportunity)<br>  
    e. Open forum<br>2. Upcoming session topics<br>  
    a. Typically developing children<br>  
    b. Communication: building & maintaining positive lines of communication<br>  
    c. Developing schedules, rules, & routines<br>  
    d. Understanding behaviors<br>  
    e. Developing appropriate home & school expectations<br>  
    f. Stress: coping with stress and developing support systems<br>  
    g. Utilization and successes from the sessions/closing |
| 15 minutes| **Activity**<br>Purpose: build a relationships with individuals participating in program<br>  
    1. Introduce yourself, name classroom teacher, and how many children attend in this school |
| 5 minutes | **Open Forum**                                                                |
| 5 minutes | **Reflection and closure**<br>*The best thing to spend on your children is your time.* – Louise Hart |
| 10 minutes| **Complete Parental Efficacy Subscale pretest and Parent Questionnaire**    |
**Session Two: Typically Developing Children**

**Objectives:**
1. For participants to know the definition of developmental milestone
2. For participants to be informed of developmental milestone for four-year-olds
3. For participants to be informed of developmental milestone for five-year-olds
4. For participants to use milestone knowledge to make informed decisions about the needs of their child.

| 5 minutes | Review previous session and answer any questions |
| 25 minutes | Presentation of new information |

1. Developmental milestones: an ability that is achieved by most children by a certain age in four specific areas.
   a. Skills tend to scaffold

2. Developmental milestones 4-years-old
   a. Social & Emotional
      i. Enjoys doing new things
      ii. Pretend play “mom” and “dad”
      iii. More creative with pretend play
      iv. Would rather play with other children than self
      v. Cooperates with others
      vi. Can not differentiate between real and make-believe
      vii. Talks about interests
   b. Language/communication
      i. Uses “he ” and “she”
      ii. Participates and recites in basic songs and fingerplays
      iii. Tells stories
      iv. States first and last name
   c. Cognitive
      i. Names some colors and numbers
      ii. Understands idea of counting
      iii. Starts to understand time
      iv. Understands “same” and “different”
      v. Draws a person with 2-4 body parts
      vi. Remembers parts of stories
      vii. Starts to write recognizable letters
      viii. Plays board and card games (games with rules)
      ix. Can predict in stories
   d. Movement/Physical development
      i. Hops on one foot
      ii. Stands on one foot
      iii. Catches a bounced ball
      iv. Uses scissors

3. Developmental milestones 5-years-old
   a. Social & Emotional
      i. Wants to please friends
      ii. More likely to agree with rules
      iii. Likes to sing, dance, and act
      iv. Shows sympathy for others
      v. Understand what is real and make believe
      vi. Shows independence
   b. Language/Communication
| 1. Knows about everyday items: food, money |
| 2. Consult pediatrician |
| 3. Speak up |
| 4. Tell the truth: stressors |
| 5. Be prepared |
| 6. Use a team, bring support |
| 7. Advocate |
| 8. Consult educational specialists |

| 5 minutes | Activity |
| complete CDC Developmental milestones checklist for child |

| 10 minutes | Scenarios and open discussion |
| 1. “My child is 4 years old. He speaks in 3-4 word sentences. Throws temper tantrums, however is easily redirected. He is able to sort items: cars and trucks. Should I be concerned with his speech?” |
| 2. “My child is 4 years old. He was able to write letters in his name, feed and dress himself, and play games. He no longer wants to play games with me, he would rather play alone. He does not look me in the eye, and can no longer write his name. Should I be concerned?” |

| 10 minutes | Open Forum |
| Open discussion for participations to ask questions and discuss what is happening in the home |

| 5 minutes | Reflection and closure |
| 1. Milestones are approximations and guides for your child |
| 2. If you are worried, seek your pediatrician and educational specialists |
Session Three: Communication: Talking, building and maintaining positive parenting relationships with children

Objectives:
1. Participants will be able to define the four different parenting styles.
2. Participants will be able to state the known results from each of these parenting styles.
3. Participants will learn a basic communication strategy to be utilized when interacting with young children.

<table>
<thead>
<tr>
<th>5 minutes</th>
<th>Review previous session and answer any questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td>Presentation of new information</td>
</tr>
<tr>
<td>1.</td>
<td>4 types of parenting styles</td>
</tr>
<tr>
<td>a.</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>i.</td>
<td>Strict rules</td>
</tr>
<tr>
<td>ii.</td>
<td>Use of punishments</td>
</tr>
<tr>
<td>iii.</td>
<td>Do not explain the rules and why they exist</td>
</tr>
<tr>
<td>b.</td>
<td>Authoritative</td>
</tr>
<tr>
<td>i.</td>
<td>Establish rules and guidelines</td>
</tr>
<tr>
<td>ii.</td>
<td>Responsive to children</td>
</tr>
<tr>
<td>iii.</td>
<td>Willing to listen</td>
</tr>
<tr>
<td>iv.</td>
<td>Forgiving for making mistakes</td>
</tr>
<tr>
<td>v.</td>
<td>Not intrusive or restrictive</td>
</tr>
<tr>
<td>vi.</td>
<td>Discipline is supportive not punitive</td>
</tr>
<tr>
<td>c.</td>
<td>Permissive</td>
</tr>
<tr>
<td>i.</td>
<td>Make very few expectations on children</td>
</tr>
<tr>
<td>ii.</td>
<td>Rarely discipline children</td>
</tr>
<tr>
<td>iii.</td>
<td>Low expectation of maturity and self-control</td>
</tr>
<tr>
<td>iv.</td>
<td>Nurturing and communicative with children</td>
</tr>
<tr>
<td>v.</td>
<td>A friend more than a parent</td>
</tr>
<tr>
<td>d.</td>
<td>Uninvolved</td>
</tr>
<tr>
<td>i.</td>
<td>Few demands on children</td>
</tr>
<tr>
<td>ii.</td>
<td>Low responsiveness</td>
</tr>
<tr>
<td>iii.</td>
<td>Little communication</td>
</tr>
<tr>
<td>iv.</td>
<td>Parents fulfill the basic need of the child</td>
</tr>
<tr>
<td>2.</td>
<td>Results of parenting styles on children</td>
</tr>
<tr>
<td>a.</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>i.</td>
<td>Children are obedient and proficient</td>
</tr>
<tr>
<td>ii.</td>
<td>Lower in self-esteem, happiness, and competence</td>
</tr>
<tr>
<td>b.</td>
<td>Authoritative</td>
</tr>
<tr>
<td>i.</td>
<td>Children are happy, capable, and successful</td>
</tr>
<tr>
<td>c.</td>
<td>Permissive</td>
</tr>
<tr>
<td>i.</td>
<td>Low happiness and self-regulation</td>
</tr>
<tr>
<td>ii.</td>
<td>Experience problems with authority</td>
</tr>
<tr>
<td>iii.</td>
<td>Perform poorly in schools</td>
</tr>
<tr>
<td>d.</td>
<td>Uninvolved</td>
</tr>
<tr>
<td>i.</td>
<td>Lack self-control</td>
</tr>
<tr>
<td>ii.</td>
<td>Low self-esteem</td>
</tr>
<tr>
<td>iii.</td>
<td>Less competent</td>
</tr>
</tbody>
</table>

3. Talking with young children
a. Communicate acceptance  
   i. Children are more likely to share feelings and problems  
   ii. Accept the child, not the behavior  
b. Invite communication  
   i. “I see.”  
   ii. “Really?”  
   iii. “Tell me more.”  
   iv. “Tell me again, I want to make sure I understand you.”  
   v. “No way!”  
c. Listen  
   i. Stop what you are doing  
   ii. If busy, tell to wait and come back  
   iii. Don’t pretend to be listening  
d. Restate their feelings  
   i. Encourages them to continue communicating, because they know you are listening  
e. Use positive statements  
   i. Use “do” instead of ”don’t”  
      1. “Use your inside voice”  
      2. “Don’t scream”  
   ii. State what the child is doing correctly  
      1. “I like when you get in the car and get your seatbelt on, that helps me.”  
f. Talk with children, not at  
   1. Instead of commands, allow for communication  
      a. “Get your coat.”  
      b. “It’s raining. What do you think you need to wear today?”  
g. Use “I” statements  
   i. Less confrontational  
   ii. Factual  
   iii. Allows for self modification  
   iv. Do not express anger, use another emotion  
      1. “I need help cleaning up.”  
      2. “You need to clean up.”  
h. Gain attention  
   i. Saves on frustration and repetition  
      1. Call the child’s name  
      2. Wait for eye contact  
      3. i. Simplify directions  
         i. Limit steps – children can only think about one thing at a time  
         ii. One step directions  
         iii. Two step directions  
j. Use tone in your voice  
   i. Speak firm when necessary  
   ii. Explain why something needs to be completed  
k. Eye contact  
   i. You are a giant…get down to their level  
   l. Speak like you want to be spoken to
| Children are replicas of your language and behaviors  
| Be the example... use please and thank you when talking with children  
| Be patient  
| Let children finish their stories: make-believe and real  
| Praise them: “listen before fixin’”  
| Be kind when talking  
| Kind words help children:  
| Behave better  
| Try harder  
| Achieve more  
| Problems can be discussed and addressed  
| **Scenarios**  
| “I am scared to sleep alone.”  
| “Go to your room, clean up your toys, but before you go put your plate in the sink, and finish you milk.”  
| “Do you want to put your shoes on now?”  
| **Open Forum**  
| Open discussion for participations to ask questions and discuss what is happening in the home  
| **Reflection and closure** |
### Session Four: developing schedules and routines, family rules and expectations

#### Objectives:
1. For participants to recognize the importance of developing schedules, routines, and rules in developing and maintaining a productive, calm, and cohesive home life
2. For participants to utilize the necessary requirements to create their own schedules, routines, and rules for their home

<p>| 5 minutes | Review previous session and answer any questions |</p>
<table>
<thead>
<tr>
<th>25 minutes</th>
<th>Presentation of new information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Rules</td>
</tr>
<tr>
<td></td>
<td>a. Why does my family need rules?</td>
</tr>
<tr>
<td></td>
<td>i. Simplify explanations</td>
</tr>
<tr>
<td></td>
<td>ii. Clarify expectations</td>
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<td></td>
<td>iii. Set limits</td>
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<td>iv. Teaches children to control themselves</td>
</tr>
<tr>
<td></td>
<td>v. Provides a safe environment</td>
</tr>
<tr>
<td></td>
<td>1. Creating rules for children</td>
</tr>
<tr>
<td></td>
<td>a. 3-5 expectations</td>
</tr>
<tr>
<td></td>
<td>i. Keep them simple</td>
</tr>
<tr>
<td></td>
<td>ii. Keep them clear</td>
</tr>
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<td></td>
<td>iii. Keep them positive – use do statements</td>
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<td></td>
<td>iv. Have your children help create the expectations</td>
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<td></td>
<td>b. Be consistent in reinforcing the rules</td>
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<td></td>
<td>c. Rules apply to everyone</td>
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<td></td>
<td>d. Rules should be created based on the environment and need</td>
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<tr>
<td></td>
<td>i. Home</td>
</tr>
<tr>
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<td>ii. In church</td>
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<td></td>
<td>iii. In the car</td>
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<td>iv. In emergencies</td>
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<td>e. Rules will change as children age and become more responsible and as expectations increase</td>
</tr>
<tr>
<td></td>
<td>2. Routines</td>
</tr>
<tr>
<td></td>
<td>a. Why do I need routines?</td>
</tr>
<tr>
<td></td>
<td>i. Anything you do on a regular basis</td>
</tr>
<tr>
<td></td>
<td>ii. Makes parenting easier</td>
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<tr>
<td></td>
<td>1. Kids can count on this to happen – expected and predictable</td>
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<tr>
<td></td>
<td>2. Expectations are known – less opportunity for unacceptable behaviors</td>
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<tr>
<td></td>
<td>3. When they know the expectations, they are able to meet the expectations</td>
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<tr>
<td></td>
<td>b. Creating a routine</td>
</tr>
<tr>
<td></td>
<td>i. Be consistent</td>
</tr>
<tr>
<td></td>
<td>ii. Keep it simple</td>
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<tr>
<td></td>
<td>1. choose 1 thing to add at a time</td>
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<td></td>
<td>iii. Be realistic</td>
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</tbody>
</table>
1. Focus on right now  
2. Understand time constraints  
3. Know obligations  
4. Have appropriate expectations – start small

iv. Stay flexible  
   1. Do not over schedule you day - down time is necessary

v. Allow for change  
   1. Children grow  
   2. Situations change  
   3. Life happens  

vi. Routines are family specific  

vii. Plan ahead  

c. What should I have a routine for?  
   i. Bedtime  
   ii. Morning/before school  
   iii. Homework  
   iv. Parent/child time  
      1. Blocked out time allows for no distractions and confidence to share

3. Expectations or…chores  
   a. Builds responsibility  
   b. Excited to please  
   c. Makes parenting easier

   i. 3-5 realistic expectations  
      1. Put dish in the sink  
      2. Pick up toys  
      3. Set table  
      4. Put away clothes  
      5. Prepare backpack before school  
      6. Wash hands

<table>
<thead>
<tr>
<th>5 minutes</th>
<th>Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. You know your child is tired and will need a nap. But you need to run errands. What will you do?</td>
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</tbody>
</table>

| 15 minutes | Activity - Create a written routine, list of rules, or list of expectations |

<table>
<thead>
<tr>
<th>5 minutes</th>
<th>Open Forum</th>
</tr>
</thead>
</table>
|           | 2. Share stories  
|           | 3. Share examples of created routine, rules, or expectations |

<table>
<thead>
<tr>
<th>5 minutes</th>
<th>Reflection and closure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children who are accustomed to clear rules and consistent consequences are less likely to risk using alcohol and other drugs as they get older – U.S. Department of Health and Human Services</td>
</tr>
</tbody>
</table>
Session Five: Behaviors

Objectives:

1. Parents will be introduced to the purpose of children exhibiting behaviors.
2. Parents will also be introduced to the various types of reactions that they can exhibit when behaviors exist.
3. A discussion on following through with rewards and punishments will allow the parents to understand their own behavior style.

<table>
<thead>
<tr>
<th>5 minutes</th>
<th>Review previous session and answer any questions</th>
</tr>
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<tbody>
<tr>
<td>15 minutes</td>
<td>Presentation of new information</td>
</tr>
<tr>
<td></td>
<td>1. Introduction</td>
</tr>
<tr>
<td></td>
<td>a. Every behavior has a consequence</td>
</tr>
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<td>b. Behaviors depend on age, personality, physical &amp; emotional development</td>
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<td></td>
<td>c. It’s only a problem behaviors if it does not meet the expectations of the adult or it’s disruptive (socially, culturally, and/or developmentally)</td>
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<tr>
<td></td>
<td>d. Remember your role, you are the parent you are in control</td>
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<td>2. Reasons for behaviors</td>
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<td></td>
<td>a. Frustration</td>
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<td>b. Boredom</td>
</tr>
<tr>
<td></td>
<td>c. Expectations</td>
</tr>
<tr>
<td></td>
<td>d. Too difficult</td>
</tr>
<tr>
<td></td>
<td>e. Lack of communication</td>
</tr>
<tr>
<td></td>
<td>3. Discipline or consequences vs. Punishment</td>
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<tr>
<td></td>
<td>4. Shaping the behavior or consequences</td>
</tr>
<tr>
<td></td>
<td>a. Praise</td>
</tr>
<tr>
<td></td>
<td>i. Praise the behavior not the child – “I like how you are sitting”, not “good girl”</td>
</tr>
<tr>
<td></td>
<td>1. Shows you are sincere</td>
</tr>
<tr>
<td></td>
<td>2. You are paying attention</td>
</tr>
<tr>
<td></td>
<td>3. For quick praise – avoid labeling “good girl” nice job, can insinuate a certain misconceptions “If I don’t do good, that means I’m bad”</td>
</tr>
<tr>
<td></td>
<td>4. Change it up</td>
</tr>
<tr>
<td></td>
<td>a. Verbal/Written/Body language</td>
</tr>
<tr>
<td></td>
<td>b. Immediate/delayed or private</td>
</tr>
<tr>
<td></td>
<td>b. Selective ignoring</td>
</tr>
<tr>
<td></td>
<td>i. Expect the best, ignore the rest</td>
</tr>
<tr>
<td></td>
<td>ii. Don’t engage</td>
</tr>
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<td></td>
<td>iii. No room for reinforcement</td>
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<tr>
<td></td>
<td>c. Time out</td>
</tr>
<tr>
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<td>i. Take a break space – 1 min per year of age – use for dangerous or aggressive behaviors and tantrums</td>
</tr>
<tr>
<td></td>
<td>1. Quiet boring space</td>
</tr>
<tr>
<td></td>
<td>d. Motivators or Rewards – paying for behavior – goal is for natural consequences</td>
</tr>
<tr>
<td></td>
<td>i. Toys</td>
</tr>
</tbody>
</table>
ii. Time with adult
iii. Time with friends
iv. Special places
   1. Reward charts
      a. Make it visually stimulating
      b. Make is visible
      c. Interactive
      d. Rewards need to be frequent
   e. Natural consequences
      i. Protect your child, however, overprotecting does not allow for understanding the consequence
f. Negotiating vs. bribing
   i. Negotiate
   ii. Bribing
      1. Meet the child but then also drive the situation
g. Removing privileges
   i. Attempt to find natural consequences example: if you ride your bike in the street, I will take away your bike
5. How to cope with behaviors
   a. The adult
      i. Breathe, remain calm
      ii. Be proactive
      iii. Provide warnings – provide a reason and other options instead of the behavior
      iv. Know child limitations
      v. Know your role in discipline – be prepared
      vi. Replace the behavior and focus on the change
6. Strategies
   a. The Child
      i. Ignore it – may take a while, but the reaction is not what they want
      ii. If you respond, do it quickly and drop it
      iii. Be consistent
      iv. Make sure you have the attention
         1. Eye level
         2. Eye contact
7. Progress towards self-control – choosing own behaviors- ultimate goal is self regulation or self-discipline
   a. Routines – know expectations
   b. Consistent reactions
8. My child continues to show demonstrate the inappropriate behaviors
   a. Look at your reaction
      i. Are you being consistent with your reaction?
      ii. Are you rewarding the child with attention?
      iii. Are you working on changing too many behaviors?
      iv. Are your expectations appropriate?
      v. Focus on new positive behaviors
9. Promoting positive behaviors
   a. Focus on the positive, “I like when you___”
   b. Provide a reward for the positive behavior
<table>
<thead>
<tr>
<th>10. Rewards</th>
<th>11.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Scenarios</td>
</tr>
<tr>
<td>Open Forum</td>
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<tr>
<td>10 minutes</td>
<td>Reflection and closure</td>
</tr>
</tbody>
</table>
## Session Six: Expectations of home and school

### Objectives:
1. Parents will be informed of the different roles they are expected to fulfill during their child’s education and the evolution of the role as their child progress in the education system.
2. A focus will be honed on their role in assisting with homework, and parent involvement in the schools.

| 5 minutes | Review previous session and answer any questions |
| 15 minutes | **Presentation of new information** |
| 1. Parents are essential in creating a positive learning atmosphere |
| a. Make education a priority |
| i. explain why it’s important now and for future |
| ii. Attendance is imperative |
| b. Have high education expectations for children |
| i. Children believe what you believe |
| ii. Set clear, consistent rules about homework and behaviors |
| 1. The earlier this is understood, the easier it will be in the future |
| c. Create a confident child |
| 2. Why do I need to create this positive learning atmosphere? |
| a. Low income and minority children are at higher risk for academic failure. |
| 3. What does a positive learning atmosphere look like? |
| a. Look over homework |
| b. Read often |
| c. Teach respect |
| d. Turn off the TV |
| e. Get enough rest – remove the TV from bedroom |
| f. Ask about homework |
| g. Monitor homework |
| i. Be aware of warning signs – |
| 1. children who are stressed may cry easily |
| 2. tire quickly |
| 3. delay getting to work |
| a. communicate with teacher |

| 10 minutes | Scenarios |
| 1. My child does not want to do his/her homework? |

| 25 minutes | Open Forum |

| 5 minutes | Reflection and closure |
### Session Seven: Stress management and building support systems

#### Objectives:
1. Participants will have the opportunity to learn about stressors in life, and how they can affect the family life.
2. Various stress relieving strategies will be introduced.
3. A discussion of support systems and how to obtain and maintain these relationships will be held.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>Review previous session and answer any questions</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Presentation of new information</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Scenarios</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Reflection and closure</td>
</tr>
</tbody>
</table>

#### Presentation of new information
1. Why should I worry about stress?
   a. Parenting is stressful
   b. High levels of stress can lead to negative parenting
      i. Stress is up, a higher chance of child abuse
      ii. Communication diminishes
   c. Each person processes stress differently
2. Examples of stress
   a. Time demands
   b. Finances
   c. Relationships
3. Support Systems

#### Scenarios
- Open Forum
### Session Eight: utilizing the strategies, and celebrating the successes

#### Objectives:
1. A focus on positive parenting behaviors will be provided and discussed.
2. Participants can discuss how the program has improved their interactions with their child, the family life, and the school relationship.

<table>
<thead>
<tr>
<th>5 minutes</th>
<th>Review previous session and answer any questions</th>
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</thead>
<tbody>
<tr>
<td><strong>15 minutes</strong></td>
<td>Presentation of new information</td>
</tr>
<tr>
<td>1. Positive parenting</td>
<td></td>
</tr>
</tbody>
</table>
  a. Develop responsibilities (chores in the home) |
  b. Develop clear and consistent behavior expectations and discipline |
    i. Catch kids being good |
  c. Explain appropriate behaviors instead of just stating “no” |
  d. Use appropriate language structures and vocabulary |
  e. Assist in problem solving, instead of solving the problem |
  f. Nurture self-esteem |
| | Provide choices |

<table>
<thead>
<tr>
<th>20 minutes</th>
<th>Scenarios</th>
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<td></td>
<td>Open Forum</td>
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| 10 minutes | Reflection and closure |
APPENDIX J

INTERACTIVE PARENTING EDUCATION SESSIONS EXAMPLE
Schedules, Routines, & Family Expectations

Horarios, Rutinas y Expectativas Familiares

Session 4
Sesión 4

Objectives
- For participants to recognize the importance of developing schedules, routines and rules for developing and maintaining a productive, calm and cohesive home life.
- For participants to utilize the necessary requirements to create their own schedule, routine, and rules for their home.

Objetivos
- Reconocer la importancia del desarrollo de reglas y rutinas para mantener organización en el hogar.
- Utilizar los elementos necesarios para crear y aplicar horarios y reglas en el hogar.
Agenda
- Review and questions
- Creating rules
- Creating routines
- Creating family expectations
- Open discussion

Communication
- Everyday conversations
  - Listening & Invite
  - Gain attention
  - Eye contacts
  - Focus on tone
  - Talk with children
  - Simplify language
  - Be kind
  - Be patient

Agenda
- Repaso y preguntas
- Creando reglas
- Creando rutinas
- Creando expectativas de la familia
- Foro abierto

Comunicación
- Conversaciones diarias
  - Invitar a la comunicación
  - Llamar la atención
  - Contacto visual
  - Tono de voz
  - Hablar con los niños
  - Lenguaje simple
  - Ser amable
  - Ser paciente
Communication
- Situational opportunities
  - Use "I" statements
  - Use positive statements
  - Simplify language
  - Communicate acceptance

Comunicación
- Oportunidades situacionales
  - Use el "Yo" como fundamento
  - Afirmaciones positivas
  - Lenguaje simple
  - Comuníquela aceptación

Schedules, Routines, & Family Expectations

Horarios, Rutinas y Expectativas Familiares

Session 4
Sesión 4
Rules
Reglas

Why does my family need rules?
- Simplify explanations
- Clarify expectations
- Sets limits
- Teaches self-control
- Provides a safe environment

¿Por qué mi familia necesita reglas?
- Simplifica explicaciones
- Clarifica expectativas
- Muestra límites
- Enseña autocontrol
- Proporciona un ambiente seguro
Rules needed for
- Rules should be created for the environment
  - Home
  - Church
  - In the car
  - In emergencies

Creating Rules
- 3-5 expectations
- Keep them simple
- Keep them clear
- Keep them positive
  - Use “do” statements
- Children assist in creating

Se necesitan reglas para
- Las reglas deben ser creadas para el medio ambiente
  - Casa
  - Iglesia
  - El carro
  - En emergencias

Creación de Reglas
- 3-5 expectativas
- Simples
- Claras
- Positivas
  - Use “hacer”
- Asistencia y creación de los niños
Follow Through
- Be consistent
- Rules apply to everyone
- Your word is stone
- Rules transform
  - As child ages
  - Become more responsible
  - Expectations increase

Seguirías
- Sea consistente
- La reglas son para todos
- Su palabra es la base
- Las reglas transforman
  - Como niño
  - Hacen más responsables
  - Aumentan las expectativas

Routines
Rutinas
What is your morning routine?
¿Cuál es su rutina de la mañana?

Why do we need routines?  
- Makes day to day life easier
- Makes parenting easier
- Children are aware of what is happening
  - Expected & predictable
- Expectations are known
  - Less opportunity for unacceptable behaviors
  - When expectations are known, children are able to meet the expectations

¿Por qué necesitamos rutinas?
- Facilitan la vida diaria
- Facilitan la paternidad
- Los niños están al tanto de los acontecimientos
  - Expectativas
- Las expectativas son conocidas
  - Reducen los comportamientos inacceptables
  - Cuando los niños las conocen es cuando pueden lograrlas
Routines needed for
- Anything
  - Bedtime
  - Mornings/before school
  - Homework
  - Parent/child times

Las rutinas se necesitan para
- Cualquier cosa
  - Hora de acostarse
  - Mañanas/ antes de escuela
  - Tarea
  - Tiempos de Padres/hijos

Creating Routines
- Family specific
- Keep it simple
  - Implement one new plan
- Be realistic
  - Focus on right now
  - Understand time constraints
  - Know obligations
  - Appropriate expectations
- Stay flexible
  - Do not over schedule

Creando Rutinas
- Especificaciónes familiares
- Simples
  - Implementar un plan nuevo
- Realistas
  - Centradas en el aquí y ahora
  - Comprender el tiempo
  - Conocer obligaciones
  - Expectativas apropiadas
- Flexibles
  - No deben exceder el horario
Follow Through
- Be consistent
- Followed by everyone
- Routines transform
  - As child ages
  - Become more responsible
  - Expectations increase

Seguiras
- Ser consistente
- Todos deben seguirlas
- Transformar rutinas
  - Edad de los niños
  - Se hacen más responsables
  - Incrementan las responsabilidades

Family Expectations... chores
Expectativas de la Familia... tareas
Should my child do chores?
- Children are excited to please
- Builds responsibility
- Makes parenting easier

¿Debería mi hijo realizar quehaceres?
- Los niños se emocionan cuando ayudan
- Contruye responsabilidades
- Facilitan la paternidad

Creating Expectations
- 3-5 realistic expectations
  - Put dishes in sink/on counter
  - Pick up toys
  - Set table
  - Put away clothes
  - Prepare backpack before school

Creando Expectativas
- 3-5 Expectativas realistas
  - Poner los trastes en el fregadero
  - Guardar los juguetes
  - Poner la mesa
  - Guardar la ropa
  - Preparar mochila antes de la escuela
Follow Through

- Be consistent
- Followed by everyone
- Routines transform
  - As child ages
  - Become more responsible
  - Expectations increase

Seguirlas

- Sea consistente
- Todos deben seguirlas
- Las reglas transforman
  - Como niño
  - Hacen más responsables
  - Aumentan las expectativas

Group Activity
Actividad Grupal
What will you do?
- You need to run errands, but your child is tired and needs a nap.

¿Qué debe hacer?
- Usted necesita hacer un mandado, pero su hijo está cansado y necesita dormir.

What will you do?
- Your 7 year-old puts dishes in sink, when should you expect your 4 year-old put his dish in the sink.

¿Qué va a hacer?
- Su niño de 7 años pone sus trastes en el fregador, cuando debería espera usted que su niño de 4 años lo haga.
Activity
Actividad
Create a written routine, a list of family rules, or family expectations.
Cree y escriba una rutina, una lista de reglas o expectativas de la familia.

Open Forum
Foro Abierto
Children who are accustomed to clear rules and consistent consequences are less likely to risk using alcohol or other drugs as they get older.

Los niños que han sido acostumbrados a las reglas y a sus consistentes consecuencias son menos propensos al uso de alcohol u otras drogas a medida que van creciendo.

Reflection

US Department of Heath & Human Services
US Departamento de Salud y Servicios Humanos
Parenting Styles

“When we become parents ourselves, the blueprint from our own families of origin are already set in and this blueprint is the background of the parenting style we develop as we begin parenthood.”

- Barbara Frazier

How we were raised by our parents plays an important role on how we will raise our own children. Major links between parenting styles and the effects of these parenting styles on children have been identified. This section is dedicated to describing four parenting styles and to provide the reader with the effects these outcomes have on children.

Authoritative

Authoritative parents employ strict rules for children to follow. Parents may use punishment as a result of not following the rules. Rules are not explained to the children, and often a response of, “Because I said so” is provided when questioned by a child. Expectations are extremely high for children, however parental responsiveness is low. Children from authoritarian parents are obedient and proficient, but lack self-esteem, competence, and happiness.

Authoritative parents also employ rules and guidelines for children to follow. However, parents are more responsive when questioned about the need for rules and guidelines. Authoritative parents listen when their children communicate with them. When rules are not followed, parents are more forgiving and nurturing rather than using punishments. Parents are not intrusive or restrictive, rather parents are assertive and monitor their child. When discipline is required, the discipline is supportive and positive. Children from Authoritative parents are responsive to rules. Children are more self-regulated, socially responsible, and cooperative. These children are more successful, capable, and happy.
Parenting Styles Continued

Uninvolved
Uninvolved parents place few demands on children. They communicate minimally with children and are frequently less responsive. These parents meet the basic needs of children but are not nurturing to the child. Uninvolved parents are emotionally detached from their child's life. Children from uninvolved parents are less competent socially and emotionally. These children lack self-esteem and lack self-control.

You have been provided with four types of parenting styles. Parenting styles differ from person to person and are affected by culture, personality, background, economical status, religion, education level, etc. Understanding these various parenting types will allow the reader to create a cohesive parenting style that utilizes parenting styles from each parent participant and forms a more cooperative family parenting approach that meets the family's needs.

Communicating with Young Children
Talking with young children can have its difficult moments; especially when it's a matter of personal safety. The following suggestions will make everyday communication easier and the difficult situations more manageable.

Stop and Listen
Like when talking with adults, we stop what we are doing and devote our attention to the speaker (or at least we do most of the time). This same respect is required when talking with young children. Don't pretend to be listening, as the child will become aware of this behavior and can utilize this on you later in life! As adults, we need to show young children that what they say is important. A way of communicating this is to devote our attention to them, stop what you are doing, and look at the child when speaking. There are times when this is not always possible, and it is acceptable to ask the child to come back and talk to you when you have more time to devote to your child.

Involve Communication
Especially when young children are learning to communicate and express themselves, parents need to remember to invite these communicative opportunities. Just like when communicating with adults, use phrases that show the speaker you are listening and would like them to go on. Here are some suggestions to use with small children:
- "I see."
- "Go on."
- "Really?"
- "Tell me more."
- "Tell me again. I want to make sure I understand."
- "No way!"

Gain Attention
Ensuring that you have your child's attention will prevent you from becoming frustrated with your child and having to repeat yourself. When attracting attention, use your child's name and wait for eye contact. Allow for a few seconds of response time. Just like adults, children can not always immediately stop what they are doing and respond. A few seconds of wait time is necessary. It may be necessary to repeat your child's name. Remember to do so with a calm voice.

Eye Contact
Do not begin speaking to your child until they have provided you with eye contact. This ensures your child is focused on what you are saying. Remember to a young child, you are a giant! You will need to bend down to get to their level.
Communicating with Young Children

Focus on Tone
The tone we use when communicating affects how we interpret what is said. There are different tones that need to be used when talking about everyday situations versus emergencies. If you don’t change your tone from the harsh tone, the harsh tone will lose its effect.

Talk with Children
Provide children with explanations and reasoning when talking with them. Start command. Allow your child to make their own choices. If your child is independent you still have the opportunity to influence the situation. Provide a choice of two or three items. They are making their own decisions, but you have provided enough guidance over the situation to lead your child to make a correct choice.

Simplify Language
Be concise and straight to the point. Don’t be wordy. The longer the details of a task, the more likely a step will be forgotten. When asking for your child to accomplish a job, keep the demands simple with limited number of steps to complete. Two to three steps is appropriate for children ages four to five years old.

Be Patient
Your child is just beginning to use communication. Children are learning to decipher vocabulary, word usage, and order when speaking. Young children have not had the experience to explore these areas. As parents, you need to nurture their attempts at using language and provide a learning environment that is positively focused on their attempts by acknowledging and responding to the conversation and assisting them when children are struggling. Always allow children to finish their complete thoughts before stepping in.

Be Kind
Your responses and how you interact with your child will reflect in how they interact and communicate with you. Speak like you want to be spoken to. Children are replicas of YOU! Your language, your behaviors, your attitude, and your expectations are reflected. As a parent, you are your child’s first teacher. They want to be like you. Be the positive example your children need to succeed.

Kind, positive communication interactions help your child: behavior better, try harder, achieve more, and become more self-regulatory.

Use “I” Statements
Using “I” statements with anyone is less confrontational and does not allow for blame. “I” statements are factual and allow the listener to know how you are feeling about a certain subject. Here are some examples of “I” statements:

- “I like when you clean up all your toys when you are done playing with them.”
- “I feel sad when you do not put your clothes away like I asked you.”

“I” statements should be utilized for both positive interactions and when a behavior change is necessary. “I” statements include an action and an associated feeling. Providing these “I” statements allows for self-modification.

Use Positive Statements
When discussing behavior changes with children, use positive statements. Provide the child with what they are suppose to be doing instead of focusing on the negative. The child will be able to self-regulate the behavior because they know the correct replacement behavior. Instead of “Don’t scream,” focus on the replacement behavior by saying, “Please use your inside voice.”

Communicate Acceptance
Acceptance of who we are is necessary in feeling nurtured and protected. Children from families that promote and communicate acceptance are more likely to share their feelings and are more likely to discuss problems. Children often need the opportunity to share their experiences as a method to sort out their own emotions about the situation. As a parent, you may feel the desire to “fix the problem,” however, allow your child this opportunity to grow and explore their own choices. This strategy will become more important as your child ages.

As communication in the teenage years diminishes, having built this positive and strong communication component early in their life will allow for your teenage child the opportunity to express concerns during this difficult time in their development.

Start Small:
Take one strategy and implement it into your everyday life.
Personal Growth Activity

Utilizing the techniques just learned, what would you do in the following situations?

“‘I’m scared to sleep alone.’

- **Stop and Listen**
  Stop what you are doing. Your child is communicating fear. Listen to why your child is scared.
- **Invite Communication**
  “I see you are scared. Tell me why you are scared to sleep in your room.”
- **Communicate Acceptance**
  Comfort your child. Explain that what they are feeling is normal and acceptable.
- **Talk With Your Child**
  Develop a plan together that will allow your child to feel safe and still go to bed.

“Do you want to put your shoes on now?”

- **Eye Contact**
  Make sure you have your child’s attention before asking your questions.
- **Gain Attention**
  Call your child by name to make sure they are listening to you.
- **Talk With Your Child**
  If you are asking your child to put his shoes on, this is not the correct question to ask. Instead, ask about what shoes he wants to wear.

“Go to your room, and clean up your toys. Before you leave the table, make sure you put your plate in the sink and finish you milk.”

- **Simplify Language**
  In this example, there are too many steps and unnecessary items included. Break this down into two steps:
  - “Finish your milk and put your dishes in the sink.”
  - “Go to your room and put the toys away.”
- **Eye Contact**
  You are asking your child to complete a task. Make sure you have their attention so you do not get frustrated and so you do not have to repeat the task.
- **Focus on Tone**
  Use a kind tone. These tudes are not emergencies nor safety concerns.
- **Be Kind**
  Remember, speak like you want to be spoken to and you are your child’s example.

Contact Information

If you ever have any questions or want any clarification to any of the materials presented in the newsletter, please do not hesitate to contact me. I look forward to hearing from you.

Rae Elie Newman
Gene Ward Elementary
799-5650 ext. 4075
mewman@internet.ced.net

Review from Previous Newsletter

Typically Developing Children

Developmental milestones are lists of specific skills your child should learn and master during predictable times in their life. Remember, all children progress and develop at their pace. There is no exact time for your child to learn a new skill. As the parent you know your child best. If you are concerned about the development of your child, you will need to consult a pediatrician or an educational specialist.
Paternidad positiva

Objetivos del boletín: Para los participantes
- Diferenciar entre los diferentes estilos de paternidad
- Distinguir las consecuencias en diversos estilos de crianza
- Utilizar las estrategias básicas e incrementar la comunicación con niños pequeños

Estilos de Paternidad

“Tenemos un pasado y una forma de crianza que adquirimos de nuestra familia, cuando somos padres queremos desarrollar e implementar el mismo estilo que nosotros recibimos.”
- Barbara Frazier

La educación que recibimos de nuestros padres juega un papel muy importante en la forma de crianza que nosotros vamos a usar con nuestros hijos. Se han identificado algunos estilos de paternidad y los efectos producidos. El propósito de esta sección es mostrarle al lector la descripción de cuatro tipos y los resultados reflejados en los niños.

Autoritario
Los padres establecen reglas estrictas que deben ser seguidas de no ser así aplican un castigo. Dichas normas no tienen explicación alguna cuando el niño pregunta sólo contestan “porque yo digo”. Las expectativas para los niños son muy altas y las paternas muy bajas. Los hijos de padres autoritarios son obedientes y competentes sin embargo carecen de autoestima, competencia y felicidad.
Continuación de los Estilos de Paternidad

Tolerante
Los padres tolerantes, exigen poco a los niños. Son más sensibles a las demandas del niño, y no tienen expectativas altas. El resultado son niños con problemas de autoridad, bajo progreso académico, carentes de autocontrol y felicidad.

Desinvolverado
Los padres desinvolverados casi no exigen a los niños. Tienen poca comunicación y responsabilidades con sus hijos, solo cubren las necesidades básicas y no contribuyen a su formación humana, prácticamente están alejados de su vida. El resultado son niños incompetentes social y emocionalmente, carentes de autoestima y autocontrol.

Comunicación con Niños Pequeños

Hablar con niños pequeños puede tener sus momentos difíciles especialmente cuando se trata de seguridad personal. Las siguientes sugerencias le ayudarán a comunicarse de manera efectiva.

Detección y Escucha
Haga lo mismo que con un adulto, pare de hacer su actividad y escuche con atención (lo que hacemos la mayoría de las veces). El niño requiere el mismo respeto. No pretenda estar escuchando porque el pequeño se dará cuenta de este comportamiento y posteriormente puede hacerle lo mismo a usted. Para fomentar la comunicación debemos mostrar interés en lo que ellos dicen. En ocasiones es imposible detener tal actividad para escuchar, sin embargo es aceptable pedirle al niño que regrese cuando usted se haya desocupado y pueda escucharlo con atención.

Convíete a la Comunicación
Especially cuando los niños pequeños están aprendiendo a comunicarse y expresarse es necesario buscar oportunidades que fomenten la comunicación usando frases comunes como si estuviera hablando con un adulto. A continuación se presentan algunas sugerencias que puede utilizar:

- "Ya veo"
- "Síganos"
- "¿En serio?"
- "Dime más"
- "Dime otra vez quiero asegurarme de haber entendido"
- "De ninguna manera"

Contacto Visual
No empiece a hablar hasta que no se proporcione contacto visual. Esto ayudará a que su niño se enfoque en el tema. Recuerde para el niño es un gigante, doblese un poco para bajar al nivel del pequeño.

Llame la Atención
Asegúrese de tener la atención de su hijo, para evitar situaciones frustrantes y repetitivas. Para atraerlo mencione su nombre y espere por el contacto visual. Permítale algunos segundos al igual que los adultos, los niños no siempre pueden parar de inmediato lo que están haciendo y responden. Probablemente sea necesario volver a decir el nombre. Recuerde hacerlo con voz tranquila.
Comunicación con Niños Pequeños

Concentrate en el Tono de Voz
El modo de voz que usamos en la comunicación puede afectar la interpretación. Hay diferentes tonos para usar en situaciones confidenciales o al contrario de emergencias. Si se usa un tono de voz que a su niño le parece raro o extraño, puede ser más difícil para él entender lo que quiere decir.

Hable con su Niño
Cuando hable con su niño, hable con una intención concreta. Si se enfocan en temas específicos o intereses, sus ideas y pensamientos pueden ser más comprensibles para su niño. Si el tema es un tema particularmente emocional, asegúrese de que el niño esté preparado para escuchar.

Lenguaje Sencillo
Cuando hable con su niño, use lenguaje simple y directo. Usted no tiene que usar una gran cantidad de palabras para describir una actividad porque a menudo se olvida de lo que los niños saben. Si se olvida de lo que los niños saben, puede ser más difícil para ellos entender lo que quiere decir.

Sea Paciente
Su niño está empezando a comunicarse. Sea paciente. Su niño está empezando a comunicarse. Necesita tiempo para entender lo que quiere decir. Su niño está empezando a comunicarse. Es importante que se esfuerce por entender lo que quiere decir.

Sea Amable
Su niño está empezando a comunicarse. Sea amable. Su niño está empezando a comunicarse. Es importante que su niño se sienta cómodo y seguro al comunicarse.

Use el "Yo" como Fundamento
El uso del "Yo" es más concretario y evita culpa. Permite al niño tener una sensación de seguridad al comunicarse. El niño puede utilizar el "Yo" para expresar sus sentimientos y pensamientos.

Use Frases Positivas
Use frases positivas cuando hable con su niño. Su niño está empezando a comunicarse. Es importante que su niño se sienta cómodo y seguro al comunicarse. Su niño está empezando a comunicarse. Es importante que su niño se sienta cómodo y seguro al comunicarse.
Actividad de Crecimiento Personal

Utilizando las técnicas aprendidas, ¿qué le gustaría hacer en las siguientes situaciones?

"Me da miedo dormir solo."

- **Detengase y escuche**
  Deje de hacer lo que esté haciendo. Su hijo le está comunicando algo. Escuche la causa del miedo.
- **Convide a la comunicación**
  "Yo veo que estás ansioso. Díeme por qué te da miedo dormir en tu cuarto."
- **Comunique la aceptación**
  Tranquilice a su hijo explicándole que es normal y aceptable lo que siente.
- **Hable con su hijo**
  Desarrollen juntos un plan que le permita a su hijo sentirse seguro cuando vaya a la cama.

"¿Quieres ponerte tus zapatos ahora?"

- **Contacto Visual**
  Asegúrese de tener la atención de su hijo antes de pedirle.
- **Llame la Atención**
  Llame al niño por su nombre y asegúrese que lo escuche.
- **Hable con niños**
  Si usted está pidiendo al niño que se ponga los zapatos, él se siente en control en este caso no es la pregunta correcta mejor pregunte cuales son los que él quiere usar.

"Ve a tu cuarto a guardar tus juguetes. Antes de dejar la mesa asegúrate de terminarte la leche y de poner tu plato en el fregadero."

- **Lenguaje Simple**
  En este ejemplo hay muchos pasos y algunas cosas que no se necesitan. Resumenlo en dos pasos:
  1. "Termína tu leche y pon el plato en el fregadero."
  2. "Ve a tu cuarto y guarda tus juguetes.

- **Contacto Visual**
  Para evitar frustraciones al tener que repetir instrucciones asegúrese de tener la atención del niño antes de mandarlo a hacer algo.
- **Concentrése en el Tono de Voz**
  Use tono amable, estas situaciones no son emergencias.
- **Sea Amable**
  Recuerde usted es el ejemplo de su niño, habla como quiera que le hable.

Contacto de Información

Si tiene alguna pregunta o desea aclarar el contenido de este boletín, no dude contactarme con gusto le atenderé.

Rae Elte Newman
Escuela Primaria Gene Ward
799-5650 ext. 4075
meuwman@internet.ceed.net

Repaso del Boletín Anterior

Desarrollo Típico del Niño

Las etapas de desarrollo son una lista de habilidades específicas que su hijo debe adquirir en determinado tiempo de su vida. Recuerde cada niño tiene su propio ritmo de aprendizaje. Sin embargo si usted se encuentra preocupado por su hijo por favor consulte al Pediatra lo antes posible.
Office of Research Integrity — Human Subjects  
University of Nevada Las Vegas  
4505 Maryland Parkway Box 451047  
Las Vegas, NV 89154-4047  


Dear Office of Research Integrity — Human Subjects:

This letter will serve as authorization for the University of Nevada, Las Vegas ("UNLV") researcher/research team, Rae Ette Newman and Dr. Jeffrey Biefer to conduct the research project entitled "A Comparison of Two after School Strategies for Improving The Parenting Knowledge and Parenting Perceptions of Preschool Families Enrolled in a Title 1 Program" in the Multipurpose room at Gene Ward Elementary School.

The Facility acknowledges that it has reviewed the protocol presented by the researcher, as well as the associated risks to the Facility. The Facility accepts the protocol and the associated risks to the Facility, and authorizes the research project to proceed. The research project may be implemented at the Facility upon approval from the UNLV Institutional Review Board.

If we have any concerns or require additional information, we will contact the researcher and/or the UNLV Office of Research Integrity — Human Subjects.

Sincerely,

[Signature]  
Date: 08/17/12

[Name and Title]

[Signature]
APPENDIX M

DISTRICT APPROVAL LETTER
January 28, 2013

Rae Lee Veronna Newman
973 Seven Hills Dr. 1794
Henderson, NV 89074

Dear Rae Lee,

The Research Review Committee of the Clark County School District has reviewed your request, entitled: A Comparison of Two after School Strategies for Improving the Parenting Knowledge and Parenting Perceptions of Parental Involvement in a Title I Program. The committee is pleased to inform you that your proposal has been approved with the following proviso:

1. Participation is strictly and solely on a voluntary basis.
2. Provide letter of acceptance from principals who agree to be involved with the study.

This research protocol is approved for a period of one year from the approval date. The expiration of this protocol is January 27, 2014. If the use of human subjects described in the referenced protocol will continue beyond the expiration date, you must provide a letter requesting an extension one month prior to the expiration date. The letter must indicate whether there will be any modifications to the original protocol. If there is any change to the protocol it will be necessary to request additional approval for such change(s) in writing through the Research Review Committee.

Please provide a copy of your research findings to this office upon completion. We look forward to the results. If you have any questions or require assistance, please do not hesitate to contact Brent Campbell at 702-382-5195 or e-mail at bcampbell@clarkcountyschools.net.

Sincerely,

[Signature]

Jeffrey N. Hebbe, Ed.D.
Coordinator IV
Assessment & Accountability Department
Chair, Research Review Committee

c/o Brent Campbell
Phyllis Morgan – SPONSOR
Pat Szczekowski
Research Review Committee
APPENDIX N

CONSENT FORMS
EXEMPT RESEARCH STUDY
INFORMATION SHEET
Department of Educational and Clinical Studies

TITLE OF STUDY: A Comparison of Two After School Strategies for Improving the Effectiveness of Hispanic Parenting Knowledge and Parenting Perceptions

INVESTIGATOR(S) AND CONTACT PHONE NUMBER: Ms. Rae Ette Newman and Dr. Jeffrey Gelfer (Doctoral Committee Chair). For questions or concerns about the study, you may contact Ms. Rae Ette Newman at 799-5650 or Dr. Jeffrey Gelfer at 702-895-1327.

The purpose of this study is to identify the best communication delivery system to increase parenting effectiveness as well as increasing the perceived parenting self-efficacy after the sessions. You are being asked to participate in the study because you currently have a child attending a Title 1 early childhood preschool program.

If you volunteer to participate in this study, you will be asked to either attend eight educational sessions or read eight newsletters on topics related to improving parental self-efficacy. You will be asked to complete a pre and post survey on your perceived parenting self-efficacy. If you choose not to participate in either intervention, you are still asked to complete the pre and post survey.

This study includes only minimal risks. The study will take 8 hours of your time. You will not be compensated for your time.

For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact the UNLV Office of Research Integrity – Human Subjects at 702-895-2794, toll free at 877-895-2794, or via email at IRB@unlv.edu.

Your participation in this study is voluntary. You may withdraw at any time. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Participant Consent:
I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

Print Name and Signature of Participant ___________________________ Date ___________
EXENTO ESTUDIO DE INVESTIGACIÓN
HOJA INFORMATIVA
DEPARTAMENTO DE Ciencias Clínicas y Educación

TITULO DEL ESTUDIO: Comparación De Dos Estrategias Después De Escuela Para Incrementar La Eficacia y Percepciones Sobre El Conocimiento De Crianza De Los Hijos En Padres Hispanos.


El propósito del presente estudio es identificar la mejor forma de comunicación para incrementar la efectividad como padre ya sea por medio de sesiones o boletines informativos. A usted se le ha pedido su participación porque actualmente tiene niños que asisten al programa de pre-escolar título 1.

Si usteded es un participante voluntario en éste estudio, se le va a perder su asistencia a ocho sesiones educativas o leer ocho boletines relacionados con temas en incrementar su eficacia en la crianza de sus hijos. Se le va ha pedir que conteste una encuesta antes y después del programa. En caso de que no decida participar en ninguna de las dos intervenciones, también se le pedirá completar dicha encuesta.

Éste estudio sólo incluye mínimos riesgos. Le tomará 8 horas de su tiempo. Del cual no recibirá compensación.

Para preguntas, quejas o comentarios de los participantes en la investigación, o de la forma en que fue realizada puede comunicarse a la Oficina de Integridad de Investigaciones UNLV- Sujetos Humanos al 702-895-2794, ó llamar gratis al 877-895-2794 ó mandar un email a IRB@unlv.edu

Su participación es voluntaria. Puede salirse cuando usted decida hacerlo. Se le motiva a realizar cualquier pregunta del proyecto durante el proceso de toda la investigación.

Consentimiento del Participante:
He leído toda la información y estoy de acuerdo en participar en el proyecto de investigación.Tengo al menos 18 años de edad. Recibí una copia de ésta forma.

Nombre y Firma del Participante

Fecha

Deemed exempt by the ORI-HS and/or the UNLV IRB. Protocol #1210-4275M
Exempt Date: 01/17/13

1 of 1
References


http://www.naeyc.org/naeyc/file/research/FamEngage.pdf


VITA

Graduate College
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Degrees:
Bachelor of Science, Education, 2004
University of Wisconsin, Oshkosh

Masters of Education, Special Education, 2006
University of Nevada, Las Vegas

Dissertation Title: A *Comparison of Two After School Strategies for Improving the Parenting Knowledge and Parenting Perceptions of Preschool Families Enrolled in a Title 1 Program*

Dissertation Examination Committee:
Chairperson, Jeffrey I. Gelfer, Ph.D.
Committee Member, Catherine Lyons, Ph.D.
Committee Member, Michelle Tannock, Ph.D.
Committee Member, Gregory Schraw, Ph.D.