

THE DEVELOPMENT OF A PROGRAM FOR
IN-SERVICING PARENTS OF
PRE-KINDERGARTEN CHILDREN

CENTRE FOR NEWFOUNDLAND STUDIES

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LINDA M. DOODY



THE DEVELOPMENT OF A PROGRAM FOR IN-SERVICING
PARENTS OF PRE-KINDERGARTEN CHILDREN

BY

© Linda M. Doody, B.A., B.Ed.

A thesis submitted to the School of Graduate
Studies in partial fulfillment of the
requirements for the degree of
Master of Education

Department of Curriculum and Instruction
Faculty of Education
Memorial University of Newfoundland
May 1986

St. John's

Newfoundland



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ISBN 0-315-61808-6

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ABSTRACT

The purpose of the study was to consider the need for, and the nature of, an in-service program for parents of pre-kindergarten children in the province of Newfoundland and Labrador. The intent of the program was to enhance parents' ability to exert positive influences on their children's growth and development and thus help to ensure the maximization of their children's potential.

The assessment of the need for the proposed program and the subsequent development of the program were based on information from four specific sources: (1) an extensive review of related literature pertaining to parent education and involvement; (2) a survey of thirty-four superintendents of school districts in the province regarding their district's policy on parent education and involvement, information on programs and practices dealing with parent education that had been tried or were currently being used in their respective districts, and their personal comments with regard to the subject of parent education; (3) a survey of 424 kindergarten teachers in the province regarding their opinions, perceptions, and experience concerning parent education and involvement; (4) a series of interviews among various agencies (e.g.,

Department of Health, Department of Social Services) involved in the care and education of the young child to ascertain the extent of provision of parent education programs in the province by such groups.

Analysis of information and data accumulated from the various sources indicated the need for an in-service program for parents of pre-kindergarten children.

Based on information obtained in the review of related literature and from opinion expressed in the province-wide survey of kindergarten teachers, a program for in-servicing parents of pre-kindergarten children was developed, that could be implemented by kindergarten teachers within the province. To facilitate teachers' implementation of such a program, a teacher's handbook, entitled "Options: A Program for In-Servicing Parents of Pre-Kindergarten Children," was written.

Descriptors: Disadvantaged Youth; Early Experience; Parent-Child Relationships; Parent Education; Parent Influence; Parent Participation.

ACKNOWLEDGEMENTS

Firstly, I wish to acknowledge the valued assistance and constant encouragement of Dr. Marc Glassman and the late Dr. Ethel Janes in the planning, preparation, and completion of the study. My gratitude is beyond words.

Secondly, I would like to thank sincerely the district superintendents, the school principals, and the kindergarten teachers who participated in the survey, for without their extensive cooperation the study could not have been completed.

Thirdly, my gratitude must be expressed to the many individuals, associations, and groups who provided background information and guidance in the preparation of the study. They include: the staff of the Queen Elizabeth II Library (in particular the individuals working in Inter-Library Loan and LARC); the Newfoundland Teachers' Association; their librarian, Judy Handrigan, and Professional Development Officer, Wayne Noseworthy; Jill Andrews, statistician in School Services Division, Department of Education; Helen Lawlor, Department of Health, Division of Public Health Nursing; Vivian Hoyles, Department of Social Services, Day Care, and Homemaker Services; Dan Maher, Department of Health Education, Promotion and

Nutritional Division; Rennie Gaulton, Past President of the Newfoundland and Labrador Parent-Teacher Home and School Federation; and the Canadian Teachers' Federation and its affiliates. In particular, I would like to thank Geraldine Gillis of Information Services, Canadian Teachers' Federation, Ottawa.

Fourthly, my appreciation is extended to friends and family who encouraged and understood, particularly Fred, John, Susan, and Dee.

Fifthly, my love to my wonderful parents, who have been my inspiration. Their unselfish support, care, and encouragement throughout "the long ordeal" and throughout life are the basis for my reverence and respect for parenthood.

My thanks to my husband, Tom, for his love and patience and to Lesley, who at the tender age of two understood when Mommy had "to study."

Lastly, to Mary Walsh--my typist, my critic, but most of all my friend--we did it!

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CHAPTER I

THE PROBLEM

Introduction

One can hypothesize that parent education has existed since the earth was populated by *Homo sapiens*, for the proof of the corollary lies in the fact that billions of human beings exist and form the global community of the planet.

Parents (i.e., families) educated successive generations (i.e., children) in the skills necessary for survival, in the mores, customs, and the traditions of their particular society, thus perpetuating the species and creating a multiplicity of cultural forms and ethnic traditions. The process by which they transmitted information was sufficient for their needs and allowed a significant number of individuals to survive to continue the cycle of living and learning into the succeeding generation; however, as has been suggested by Vernon:

In centuries past, parenting was a spontaneous response to the biological phenomenon of birth and received little conscious thought or planning. (Vernon 1981: 90).

It might also be suggested that not only parenting but the entire lifestyle of primitive peoples in no way

resembles the complexities and stresses of modern-day society.

Childhood and family are shaped by historical rather than biological processes; they are social rather than natural relationships and are transformed by their economic and cultural context . . . it is best to start with the time and place, with economic needs, social priorities, and the exercise of power, because these are the environments in which children and the family are embedded and which they will change. (Parr 1982:8). (*Italics mine.*)

We find the twentieth-century parent in a "time and place" (Parr 1982:8) distinct and unique from that of any parent of preceding generations. The human family has evolved in a socio-cultural milieu quite unlike hunting-gathering, agrarian, or industrialized societies, for it is embedded in a highly technological environment which represents an eclecticism of historical, social, cultural, economic, and political influences of centuries.

It is a time characterized by the problems of the age: urbanization, high rates of residential mobility, marital disruption, high unemployment, rising inflation (Guidubaldi 1980; Umansky 1984), and the rapid development of computer technology paired with an incessant explosion of knowledge in many fields of study (Neudecker and Burke 1985). All are sources of stress and challenge to contemporary family life that would be incomprehensible to the early people of the earth.

It is a time when a myriad of factors and influences have converged to make the role of parent a particularly

arduous one. Some writers have even suggested that parenting, in modern times, is a task for which there has been little or inadequate preparation (Balter 1983; Bell 1976; Brim 1965; Dangel and Polster 1984a; Larsen 1982; Otto 1983; Rowen, Byrne, and Winter 1980; Stokes 1968; Swick 1972; White and Watts 1973; Winter 1985).

This point of view is further supported by W. Stanley Kruger, who states:

Of all the responsibilities people are called upon to undertake in life, it is hard to imagine one more perplexing and more demanding . . . a more vigorous test of wisdom and patience and judgment under fire--than that of being a parent. Nor one for which people are so poorly prepared. (Kruger cited in Kerckhoff 1977:4).

Wolfensberger and Kurtz reiterate the point by suggesting that:

The rearing of children is one of the most significant and demanding tasks most of us confront in our lifetime. Yet, paradoxically, this is a task for which the average citizen has received little or no formal preparation. Even when the child has an unimpaired growth potential, and even where parents are highly intelligent, well educated, and possessed of abundant material resources, childrearing is typically fraught with error, and frequently marked by failure. (Wolfensberger and Kurtz 1969:517-518).

The intricacies and complexities of the task of parenting are further delineated by Newson and Newson:

In fact it is highly typical of the parental role in modern society that parents themselves, as well as professional workers in the field, should be so aware of a gap between the ideal and the reality. Indeed, the shortfall is partly created by the very process of delineating the complexities and subtleties of the child's needs, which thus heightens the demands that are made upon parents. It was comparatively simple for a parent to satisfy society's demands when emphasis

was upon hygiene and affectionate firmness, and when the parental ethic included the dictum that mother knew best; it is much more difficult when parents are asked to recognize the child's emotional/egotistical needs as valid while still giving him a moral framework of principle and, moreover, to present the whole in a democratic context which acknowledges mother might not know best. . . . On top of this parents are expected to derive a relative enjoyment from their dealings with their children. (Newson and Newson 1976:398-399).

Dinkmeyer and Muro have gone so far as to suggest that the inadequacy of parents' preparation, in terms of lack of experience, training, and educational background, is one of the major societal problems we face. For as a result of this lack of preparedness, many parents are largely not equipped to play the most significant role in the development of society--that of functioning effectively in childrearing (Dinkmeyer and Muro 1971).

Adams intimates that the difficulties involved in parenting today are further accentuated by a lack of traditional support, particularly from members of the extended family.

The role of the parent has drastically changed over the past few decades. As a result of today's mobile lifestyle, the help and support of grandparents and elders has disappeared, and many young families have been left without any real support from their community. (Adams 1980:21).

A similar opinion is expressed by Christenberry and Wirtz, for they write:

In our increasingly mobile society many young new parents are separated from their own parents, other relations, and old familiar friends at this time of important change in their lives. They have no one to whom they can turn when they feel the need for advice

or reassurance at times of crises and uncertainty.
(Christenberry and Wirtz 1977:6).

It is not surprising, then, that "Today's parents are more likely than those of the recent past to worry about being parents and to seek advice from a variety of sources . . ." (Clarke-Stewart 1978:362). In addition see Begley and Carey 1983; Dangel and Polster 1984b.

The twentieth century has thus become "a time and place" (Parr 1982:8) where parents need, desire, and attempt to obtain the requisite knowledge to fulfill their obligations and responsibilities as caregivers (Adams 1980; Brim 1965; Clarke-Stewart 1978; Dembinski and Mauser 1977; Finlayson 1985; Edmonton Social Planning Council 1982a; Encyclopedia of Educational Research 1960; Gallup cited in Encyclopedia of Educational Research 1982; Glam and Gough cited in Encyclopedia of Educational Research 1982; Kelly 1981; Lapidus 1980; Lusthaus and Lusthaus 1982; Phi Delta Kappan cited in Gordon and Greenwood 1977; Seeley 1958; Sparling and Lewis 1981; World Health Organization 1977).

Many obstacles to this quest have emerged in contemporary society. The dichotomy, in which parents find themselves, is aptly described by Hymes, who states:

Probably never before have parents been so earnest about children and so full of good will. Probably no time in history has ever given parents so many problems to face . . . (Hymes 1953:31).

Brim has suggested that the anxiety and concern of

parents is quite appropriate, considering most young people today have not had the opportunity to engage in parenting-related activities and to carry them out with a degree of success and thus be reinforced by the experience (Brim 1965).

Additionally, Kelly has found that parents' search for information is, at times, fraught with confusion and frustration, for she states that:

. . . many new parents faced with the demanding challenge of childrearing find themselves bombarded with advice from various authorities, including psychologists, educators, and newspaper columns. Parents are confused by the many conflicting "best methods" for childrearing . . . (Kelly 1976:333).

A number of writers concur with this sentiment (Adams 1980; Auerbach 1968; Christenberry and Wirtz 1977; Lane 1975; Rowen, Byrne, and Winter 1980; Widmer 1963).

In a more positive vein, however, Adams suggests that some parents attempt to deal with the confusion in a more constructive way by seeking help and guidance from a variety of institutions.

When faced with the myriad of expert opinion on how to raise a family, parents often find themselves confused. Realizing parenting skills are not intuitive, an increasing number of these parents are seeking guidance, direction, and self-confidence from parenting courses sponsored by social agencies, churches, and women's groups. Here instructors help parents develop confidence in choosing priorities and making decisions for their families. (Adams 1980:21).

Croft points out that many parents . . . turn to teachers. This kind of collaboration has become increasingly more important in recent years. There is a recognition that the alliance formed by

parents and teachers to reinforce common goals for children is indeed a powerful influence. Each aspect of the parent-teacher relationship enhances and strengthens the total cooperative effort. Teachers provide educational expertise, objectivity. . . . The parents by virtue of being parents add knowledge about the child that can be acquired only through the intimate love and caring that exists between parent and child. Together the combination is unbeatable. (Croft 1979:4). (Italics mine.)

Other writers are, however, adamant that the school should play a more extensive and significant role in aiding parents in their search for information and guidance; for as Kelly states, "Education of parents for the task of child-rearing is a necessary function of the schools . . ." (Kelly 1976:333). Indeed, the writers submit that schools should take the responsibility for providing such a service and that "the school has a responsibility for doing whatever it can to help the home, help the child learn effectively . . ." (Niemeyer 1968:352). See also Adkins 1975; Bell 1976; Bond 1973; Bronfenbrenner 1974a; Bruinsma 1978; California State Department of Education 1972, 1973; Cave 1970; Central Advisory Committee for Education 1967; Christiansen 1969; Croft 1979; Dawson 1960; Department of Elementary School Principals 1957; Duckworth 1958; Filipczak, Lordeman, and Friedman 1977; Fuller 1961; Gordon 1976; Gray et al. 1970; Harms and Cryer 19/8; Hess and Shipman 1968; Karnes 1972; Karnes and Zehrbach 1975; Kelly 1976; Kelly 1981; La Pierre 1979; Langham-Johnson 1985; Levenstein 1970; Martin 1975; Morrison 1978; Nelson and Bloom 1973; Niemeyer 1968; O'Connell 1975; Packer and Cage 1972; Price 1971; Rowen,

Byrne, and Winter 1980; Samuels 1973; Sayler 1971; Schaefer 1973; Sharrock 1970; Shaw 1969; Stein, Marshall, and Edwards 1960; Swick 1972; Tanner and Tanner 1971; Townsend cited in Lynch and Pimlott 1980; White 1972; Winter 1985; Wolf 1982; Zwick 1974.

Thus, there seems to be fairly extensive recognition of the need for the provision of a wide range of support services and parent education programs by the school as well as through other agencies (Badger 1971; Brim 1965; Christenberry and Wirtz 1977; Clarke-Stewart 1977; Gesell and Ilg 1943; Honig 1979; Lane 1975; Schaefer 1972b; White and Watts 1973). Many suggest that the optimal education of children is contingent upon the involvement of parents in their children's education before formal schooling and after it has begun, further emphasizing the important role the school can play in aiding parents (Abbott 1973; Beck 1975; Cooke and Apollini 1975; Gilmore 1974; Heffernan and Todd 1969; Hofmeister 1977; Johnson *et al.* 1976; Kerckhoff 1977; Kirner 1982; Kroth 1972; Lerrick 1976; Levitt and Cohen 1974; Martin 1975; Moore 1973; Pellegrino 1973; Pettit 1982; Popp 1973; Suchara 1982).

As has been suggested by some (Bruinsma 1978; Carson 1971; Duckworth 1958; Eden 1983; Herwig 1982; Kelly 1981; Lapides 1980; Lane 1975; Lillie 1975; Lombard 1973; Rowen, Byrne, and Winter 1980; Schaefer 1972d; Tanner and Tanner

1971; Widmer 1963; White 1970; White House Conference on Children and Health Protection 1932; Wrigley 1978), the parents or potential parents of preschool children are an important group to target for involvement in programs and services which support and educate one for the tasks associated with childrearing.

Duckworth, in summarizing the recommendations of the 1958 Canadian Conference on Education, suggests this is so because

. . . the experiences of early childhood are so significant in the nurturance of intellectual curiosity and in the development of conscience and ethical standards . . . because the patterns of personal relationships are already formed in these years; . . .

She goes on to say:

. . . for these if for no other reasons, young adults, most of whom will become parents, need opportunities for learning about the developmental needs of children . . . (Duckworth 1958:408).

Herwig sees the early childhood program (such as kindergarten) as "an ideal environment for fostering the development of parents" as well as students. She suggests that:

An early childhood educator is in a pivotal position to influence parent involvement because he or she is the child's first classroom teacher. The early childhood educator has a unique opportunity to . . . build a relationship with parents that will enhance communication and will lay a positive, supportive foundation for future parent-teacher relationships. This teacher-learner environment can help young parents broaden their understanding of the interface of home and school communication and it will facilitate the gradual involvement in other parent-teacher activities. (Herwig 1982:10).

This point is further supported in the report of the White House Conference on Children and Health Protection, for it states:

Continuous contact of the parent with the school is essential in the preschool years, so that there may be no break, but only development, as the child's horizon widens. The home is the first school and should be recognized as such, and parents must be trained, since they are inevitably the first and only continuous teachers. (White House Conference on Children and Health Protection 1932:5). (Italics mine.)

Kelly concludes that "the intimate relationship between teacher and parents of young children makes involving parents imperative for the success of early childhood education programs" (Kelly 1981:28), while Rowen, Byrne, and Winter suggest that "the key element of the successful teaching of young children is to involve parents in children's education" (Rowen, Byrne, and Winter 1980:312).

Other see the preschool years as an optimal time for working with parents (Cave 1970; Heffernan and Todd 1969), since

. . . it is at the time of entry to infant school that parents' attitude to school may be set for a long time, perhaps for the rest of the child's formal education. One of the main factors which will influence parents' later attitudes is the initial encounter with the child's teacher. . . . (Cave 1970:55).

And it is

. . . at this stage that some parents desperately need advice and often here that help and advice are most welcome. (Cave 1970:55).

Martin also suggests that "a firm home-school supportive interaction during early childhood is a solid

foundation that makes it less likely that the child will be alienated from school in later years" (Martin 1975:119).

To ignore parents, then, is "to invite failure and frustration" (Biber 1970:1), "to lessen the chances for a successful educational program" (Shearer and Loftin 1984: 93). See also Gordon 1971b; Levenstein 1970; Lillie 1975. Bronfenbrenner suggests that the active involvement of parents is really critical to a program's success, since they can reinforce what is learned while their children are involved in the program, as well as sustain positive effects as they move through school in addition to the diffusion effects to younger children in the family (Bronfenbrenner 1974a). Tanner and Tanner have pointed to the importance of parent education in this regard, for they state, "In view of the evidence, early education without accompanying programs of parent education has been and continues to be a futile and wasteful effort" (Tanner and Tanner 1971:23).

Other writers have described more dire consequences of inadequately prepared parents. Boger and Light state that overt child abuse is only the most obvious and severe tip of the iceberg of actual inappropriate child-rearing behavior and that child abuse is but one manifested symbol of a dysfunctional family system (Boger and Light cited in Kerckhoff 1977).

Bell cites a study that took place in rural

Pennsylvania among forty-eight teenage parents. They were evaluated as intolerant, impatient, insensitive, irritable, and prone to use of physical punishment. The fathers, whose average age was seventeen, thought babies ought to be toilet trained and able to speak at twenty-four weeks and able to recognize wrongdoing at forty weeks. "The young parent expected too much too soon, and slapped, shook, and in other ways abused their infants for failing to meet unrealistic expectations" (Children Today cited in Bell 1975:271). Bell goes on to state that:

There is evidence that all too many parents are approaching parenting with a dangerous lack of knowledge and skill. The result is that many children are losing out on what ought to be an undeniable right--the right to have parents who know how to be good parents, parents skilled in the art of parenting. . . .

The antidote to ineffective parenting, of course, is "training parents." Every child needs--and has a right to have a trained parent. (Bell 1975:271).

A similar concern and solution was expressed by the United States' Department of Health Education and Welfare in 1977, because it was "so alarmed at the rising rates of child abuse that political and legislative efforts were urged to provide programs aimed at preparing young people for the parenting role" (Department of Health Education and Welfare cited in Honig 1979:41).

There can be no doubt that the expectations society has set for parents have always been extensive; however, this statement is particularly valid for modern times, since parenting must take place in such a complex and

rapidly changing environment (Conant 1971). As a consequence, the patterns and procedures observed in the past need refinement and revision. Vernon summarizes:

As we enter the '80s, we find many changes in society--and none more challenging than parenting. The increasing number of mothers who work outside the home poses perhaps the most dramatic change in family pattern. Inflation, increased education of women, and institutionalized day care have all contributed to this change. Better career opportunities for women, together with the expectation of many husbands that wives will contribute both intellectually and financially to the family, have also greatly affected family lifestyles. . . .

Today, more than ever before, we must try to glean the positive aspects of child-rearing practices throughout history. Necessity compels us to combine our feelings with our knowledge and experience as we assume the important responsibility of child-rearing. (Vernon 1981:91).

As with other social institutions, the school has a critical role to play in serving as a reservoir of information and support for parents, in helping them to evaluate conflicting advice, and in developing appropriate parenting styles for the demanding role they must fulfill (Vernon 1981).

"Education for parenthood is justified today because individuals need a great deal of help in order to fulfill their roles as parents and maintain the family as a vital basic unit in America" (Kerckhoff 1977:4).

Winter attests to the value of "providing families with timely, practical information they can use in teaching their children and fostering optimal development," for it can be viewed as a "quiet revolution in education" which

"may be the wisest, least expensive investment that can be made to improve our schools" (Winter 1985:24).

Thus:

For parenthood to be a fruitful and growth-inducing experience for both the adult and child, attention must be turned to the preparation that one receives for this important phase. Parenthood consists of roles for which there is no formal preparation. There are no certificates attesting to quality control or skill attainment. To become a parent, one needs only the biological capacity. The psychological capacity is obtained from the "informal" curriculum of the family, for better or worse. Valuable traditions are passed from one generation to another in this way. However, new techniques are not introduced, and the weeding out of the ineffective or harmful behaviour is absent. Parents are trained in their early childhood when they are immature and highly impressionable. The result is that many adults harbor childishly exaggerated ideas of the parent's role. The reality of parenthood can be awesome if there is little else available to serve as a guide to child-rearing. A child may be unconsciously regarded as an extension of oneself, or as a devoted supplier of admiration and love, or perhaps as an objective test to one's importance. In such instances, the child, of course, will be a blameless victim of parental confusion, ambivalence, or guilt. The random, circumspect, and idiosyncratic way which parents have evolved into parenthood accounts for much inefficient activity, agony, and urgently felt need for a helping hand. (Balter 1983:120).

Swick has suggested that "teachers have a responsibility to help parents develop a meaningful setting at home for extending and enriching the school learning experience" (Swick 1972:1).

This is further supported in an article by Umansky. It states that:

The link among home, school, and community must be strengthened. The re-valuing of children is continuous upon cementing the home-school relationship so that the needs of the whole child may be addressed uniformly and

consistently. Schools have an obligation to inform and explain to parents what is being taught. Parents have an obligation to identify those values they wish to give the child to model . . . and to monitor the child's practice of them in school and community settings. The re-valuing of children depends on establishing a firm bond between the school and the home, as well as a community commitment to support the child in the family. (Umansky 1984:33).

Faber and Lewis underscore the vital importance of positive parent-teacher interaction.

Parents and teachers are critical people in a child's life. The impact of these people on the child's development and his function is highly dependent, not only on the actions of these key people but also their attitudes, and feelings about, the child as well. The importance of parents and teachers to a child offers the possibility of great encouragement to the child and reinforcement of increased constructive growth and self-esteem. Children want and need approval and interpersonal warmth. If parents and teachers can agree on goals and strategies, their social interactions with the child can be a strongly positive force for the benefit of the child. (Faber and Lewis 1975:33).

Thus, the needs of parents and teachers are intertwined as they seek to fulfill the fundamental aim of education in the Province of Newfoundland and Labrador, which is for all children "to achieve their fullest development both as individuals and as members of society" (Crocker and Riggs 1979:25).

Together, parents and educators are the most potent educational and social forces in the lives of children. . . . (Swick, Hobson, and Duff 1979:25). (Italics mine.)

They (i.e., parents and teachers) "have a responsibility for providing an environment in which children can reach the greatest possible degree of their potential" (Hawkes

and Pease 1962:267). See also Gordon 1976.

Background of the Study

The modern concept of childhood as we know it arose in the seventeenth century (Aries 1962; Hart 1982; Koizumi and Koizumi 1985), for prior to that time

. . . children were seen as little more than miniature adults and they were expected to take their place in the work-a-day world as early as possible, usually around the age of seven. It is only over the last 300 years that adults have slowly come to recognize a special time known as childhood, a period of life now marked by the creation of a separate world for the young, which stresses their dependency and their need for protection. (Coulter 1979:5).

Once, however, significance was accorded the stage of development which we know as childhood and once children were viewed as unique individuals with characteristics and needs distinct from adults, the child became the subject of curiosity and the focus of study.

For centuries philosophers, writers, and educators, such as Comenius, Locke, Rousseau, and Pestalozzi, theorized about child development but did not test their theories in any systematic way. During the eighteenth and nineteenth centuries, however, this began to change (Encyclopedia of Education 1971). Child study became a crystallization of formal and intentional practice of incidental activities which had gone on for decades (Siegal and White 1982).

G. Stanley Hall began the first scientific studies of children in 1883, followed by the setting up of the

University of Chicago Laboratory School in 1896 by John Dewey (Encyclopedia of Educational Research 1982). A tremendous acceleration in the growth of knowledge concerning children occurred from the early 1900s into the mid-1960s. Individuals such as Montessori, Gesell, Piaget, Watson, Hvinghurst, J. McVicker Hunt, Freud, Erickson, and Bloom added immeasurably to the wealth of knowledge that rapidly accumulated.

From this growing body of theory and research came a greater appreciation of the factors which influenced child growth and development, such as:

. . . the discovery that the child's earliest years are the time of most rapid physical and mental growth and at no other period in his life is he so susceptible and responsive to positive environmental influences which enhance and expand his development [and that] environmental influences of a sterile or destructive nature may have negative effects on his intelligence, his motivation and ability to learn, his concept of himself, his relationship with others. . . . (Akers 1972: 3).

As a result of this knowledge there arose a desire to respond to the needs of children in a more realistic and meaningful way, particularly to the needs of minority groups (the disadvantaged, the poor, the handicapped, the gifted).

Vernon suggests that the dramatic societal changes which occurred following World War II reflected the increased concern for children, as she states:

The baby boom . . . reflected a dramatic societal change--an effort to right a world gone awry. Parenting provided an opportunity to re-enter a period

of normalcy, a period of creating and nurturing life rather than destroying it. The affluence of society, coupled with tremendous strides in technology, produced the first generation of children who were chosen and cherished simply for "being." As this generation matured an entirely new philosophy of parenting emerged. For the first time, child-care specialists devoted more space to the affective area of parent-child relationships than to nutritional and custodial aspects.

Parents eagerly followed the guidance of experts. (Vernon 1981:90).

The need for advice, that would benefit both parent and child, was responded to by a multitude of sources (i.e.: government and social agencies; educational institutions such as colleges, universities, and schools; the medical establishment) in a variety of ways (i.e.: through courses, workshops, books, magazines, films) (Brim 1965). Procedures and programs were designed to interpret and accommodate the diverse opinions, theories, and practices in a realistic, practical, and valuable manner.

Perhaps the most phenomenal growth in such programs and techniques emerged with the development and implementation of Project Head Start in the United States in the early 1960s. It began a phenomenal revolution in education unlike anything that had been witnessed in earlier times (Butler 1971; Moore 1977; Zigler 1978). The range and diversity of programs and at times the lack of conclusiveness concerning their value posed major problems for those attempting to provide adequate care and nurturance to the child during the 1970s (Lombard 1973).

"The 1980s," however, "will likely be described as

a decade of assessment" (Vernon 1982:102), for a need has been created for further interpretation and evaluation of the programs previously developed, since the twentieth century has placed excessive demands on those who assume the role of parent. Lane states:

Parenting brings special needs. The nuclear family arrangement places heavy responsibility upon parents. Add the social and economic strictures of our times, and we begin to sense the load that many parents carry. Think, for instance, of the isolation that comes from living in a single-family dwelling with father leaving each morning to return late evening. In the interim, mom is left to care for the infant . . . without grandma's advice, Aunt Susie's admonitions, or any adult associate with whom to visit about small successes and failures of the day. (Lane 1975:9).

The necessity of advice and support is clear, for Honig suggests that

. . . basic child rearing tools [knowledge] are at least as important to parents as the usual carpentry or cooking tools available in most households. Citizens have a right to such tools for optimizing parenting just as they have a right to literacy and jobskills for work and participation in our society.

No matter at what level they are involved in their child's learning careers, parents need knowledge about development: the normative patterns and stages in physical, social, language, and sexual development of children as well as nutrition and health. (Honig 1979: 1).

Menlove reiterates by stating:

There is no doubt, however, that for parents to guide the child into satisfactory learning experiences, they must arm themselves with knowledge and understanding of the basic principles of child development, and they must have some ideas about how to transmit these principles into meaningful firsthand learning experiences for their child. (Menlove 1978:9).

Thus, as Koller and Ritchie suggest:

. . . there exists a large body of time-tested

information concerning childhood and children that needs to be known and applied by potential and actual parents. . . . "Parenting" need not be a hit-or-miss, trial-and-error process in which children become learning objects. Rather there must be serious pursuit of sound endeavors that provide children and childhood with informed, sensitive adult guides and models capable of making the most of children's capabilities. (Koller and Ritchie 1978:295).

Thus, as Larsen suggests, "One of the greatest challenges of our time, then, is to teach parents that they are capable of teaching their young child effectively and that their home can be a learning resource" (Larson 1982: 93). "Parenting procedures need to be taught" (O'Connell 1975:554). (Christenberry and Wirtz 1977).

It is clear that some agency must provide this service to parents. It would seem logical, since the preservice training of teachers exposes them to some of the information needed by parents who wish to be more effective, that they (i.e., teachers) might be an appropriate group to assume this role. Morrison supports this idea by stating:

Parents are, indeed, the child's first teachers and the home is actually the first classroom. School officials must enhance the capacity of the parent to be a more effective and powerful influence upon the child. (Morrison 1978:iii).

Bond, in describing the possible teacher-parent relationship, concurs, for he suggests:

. . . it is the teacher who has all the natural advantages in the situation, and that it is he or she who must be the prime mover. The approaches made by teachers must be varied and continuous. (Bond 1973:4).

It is necessary, then, to explore what further information and resources teachers would need to accomplish

this task, as well as the specific content and format such knowledge should take.

The importance of parent involvement in the child's education impels schools to search for effective ways of involving parents. (Harms and Cryer 1978:28).

Introduction to the Problem

It is important in considering the nature of a program which teachers could use to aid parents in positively influencing maturation of their young children that research demonstrate: (1) that parents can, indeed, affect the growth and development of their children; (2) that educational programs which support parents in their role as primary caregivers can enhance this role with positive results for both parent and child; (3) that there is an acceptable and preferred manner in which a program's format and content can be formulated and subsequently utilized with parents efficiently and effectively by teachers; (4) that there is a need for such a program in this province.

Rationale for the Study

Everyone knows that whatever disposition the branches of an old tree obtain they must necessarily have been so formed from its first growth, for they cannot be otherwise. . . . Man therefore in the very first form of body and soul should be moulded so as to be such as he ought to be throughout his whole life.

John Amos Comenius
(Cited in Eller 1956:69)

Supporting the poetic theorizing of Comenius, Howard Clifford states that:

Research shows clearly that the first four or five years of a child's life are the periods of most rapid growth in physical and mental characteristics and of greatest susceptibility to environmental influences. Experience indicates that exposure to a variety of activities and social and mental interactions with children and adults greatly enhances a child's ability to learn. (Clifford cited in Savory 1983:1).

The idea of the critical importance of the "early years" and the effect environment, which includes parents, has on various aspects of child development has been supported by many educators, theorists, and researchers (Beck 1975; Bell 1972; Bernstein 1967; Bloom 1964; Bradley, Caldwell, and Elardo 1977; Brierley 1980; Bronfenbrenner 1974a; Bruinsma 1978; Church and Church 1983; Clifford cited in Savory 1983; Deutsch 1963; Douglas 1964; D'Evelyn 1960; Erickson 1963; Estvan 1970; Evans 1975; Getzels 1966; Gordon 1967; Hess and Shipman 1965; Hess 1969; Hunt 1961, 1981; Hymes 1955; Jencks et al. 1972; Kagan and Moss 1962; Kent and Davis 1957; Morrison 1978; Pines 1967; Schaefer 1972b; Skeels 1966; White 1974; White and Watts 1973; World Health Organization 1977; Yawkey 1982).

In The Mental Growth of the Preschool Child, Gesell states, for example, that the brain practically reaches its mature bulk before the age of six, and mind, character, and spirit advance more rapidly during the preschool period than during any other period of growth (Gesell 1925). Benjamin Bloom, in Stability and Change in Human Characteristics, suggests that "as much development of intelligence takes place in the first four years of life as in the next

thirteen" (Bloom 1964:88).

Estvan concurs by stating that:

Never again do the body and the use of language develop so rapidly. By the age of six a child's brain and system of nerves have reached 80 to 90 percent of their adult growth. In addition, basic personal tendencies, such as being outgoing or withdrawing, active or contemplative, daring or fearful, innovative or conforming, are apparent. (Estvan 1970:6).

Indeed, an extreme view of the plasticity and malleability of the young child and the effect which adult intervention can have has been offered by J. B. Watson. Although perhaps overstated, it does point, however, to the influence he feels environment may have on the young, impressionable mind.

Give me a dozen healthy infants, well formed, and my own specific world to bring them up in and I will guarantee to take one at random and train him to become any type of specialist. I might select doctor, lawyer, artist, merchant, chief and, yes, even beggar-man and thief, regardless of his talents, penchants, abilities, vocation, and race of his ancestors. . . . (Watson cited in Brim 1965:33).

McKay somewhat more subtly reinforces this idea by saying that each child is to a great degree what he is because of home environment and the careful or neglectful training of parents (McKay cited in Moss 1972).

Estvan suggests this is so because:

During these critical formative years, the growth of the mind, like that of the body, depends on good growing conditions. The better the nurturing environment, the more certain it is that the ability to learn and think will develop to its full capacity.

Like the body, the mind needs its own "vitamins," sensory impressions, practice in language, experience in the discovery type of thinking, and a positive self-concept to name some of the most important. (Estvan 1970:6).

D'Evelyn maintains the importance of the home in the early years in stating:

Early life experiences have a potential and far-reaching effect upon the young child. These first impressions impinge upon a sensitive organism where they can have almost complete sway. Later experiences are effective also, but they have to make their way through earlier learned behaviour and understanding.

Not only his attitude and manner of reaction to others, but also his intellectual curiosity, his motivation and readiness to learn, will grow out of the kinds of experiences he has been provided in the home before he comes to school. (D'Evelyn 1960:33).

Morrison feels that "the interactions of parent and child during the early years play an important role in the development of the child" (Morrison 1978:5-6). This idea is supported by Bronfenbrenner. He also emphasizes the key role of parents not only as teachers in the home but as reinforcers of what happens later in the school setting.

The evidence indicates that the family is the most effective and economical system for fostering and sustaining the development of the child. The involvement of the child's family as an active participant is critical to the success of any educational program. The involvement of parents as partners in the enterprise provides an on-going system which can reinforce the effects of the educational program. (Bronfenbrenner 1974a:1-5).

Thus, if as Doppelt and Bennett (1971) suggest, learning is clearly affected by the nature of environment, the positive interaction between parent and child has the potential for far-reaching effects, particularly since many (Bloom 1964; Bronfenbrenner 1974a; Clifford cited in Savory 1983; D'Evelyn 1960; Estvan 1970; Gesell 1925; McKay cited in Moss 1967; Morrison 1978; Watson cited in Brim 1965) view the

early years as a critical period in child development.

Ausubel underscores the unique importance of the formative years by suggesting that the possibility for complete reversibility of environmentally-induced retardation decreases as a child advances in age, so that experiences to which a child is exposed in pre-kindergarten years are of primary relevancy (Ausubel 1963). A number of writers support this view (Bloom 1964; Bloom, Davis, and Hess 1965; Morrison 1978; Standing Senate Committee on Health, Education, Welfare, and Science 1980; White 1981; Winter 1985).

Winter suggests that unfortunately educators ignore the formative years, despite the fact that it is very difficult to compensate for a poor beginning with any measures we now have available (Winter 1985).

Morrison reiterates the difficulty in altering inappropriate development, for he states that:

What happens to young children early in life prior to age eight will have life-long implications and influence upon behaviour and achievement. The simple fact is that early learning and the effects of early experiences are exceptionally difficult to change, alter or replace. What happens to children reared in life determines how he views the world and how he behaves intellectually, emotionally, and psychomotorically. (Morrison 1978:5).

It would seem, then, in contrast to the provision of positive experiences, that the absence of such experiences may have deleterious effects on aspects of human development. Studies related to deprivation and disadvantage demonstrate this fairly clearly. Passow, in reviewing the literature on deprivation and disadvantage, characterizes the disadvantaged

child as

. . . a child . . . because of social or cultural characteristics (e.g. social class, race, ethnic origin, poverty, sex, geographical location, etc.) comes to the school system with knowledge, skills, and attitudes which impede learning and contribute to a cumulative academic deficit. The disadvantage may persist throughout school life and contribute to restricting later economic and social opportunity. (Passow 1970:16).

Bloom, Davis, and Hess further elaborate upon the cumulative deficit phenomenon characteristic of disadvantaged children, for they write that such a child

. . . begins school with certain inadequacies in language development, perceptual skills, and motivation. Under the usual school curriculum, the achievement pattern of the deprived child is such that they fall increasingly behind their non-deprived peers in school subjects. These effects are most marked in deprived children of average or low ability. One of the consequences of this cumulative deficit is that dropping out of school is much more frequent and this in turn leads to less mobility and opportunity in the occupational sphere. (Bloom, Davis, and Hess 1965:73-74).

The effect of cumulative deficit is further confirmed by Hess and Shipman, who state that:

Children from deprived backgrounds score well below middle-class children on standardized individual and group measures of intelligence (a gap increasing with age); they come to school without the necessary skills for coping with . . . curriculum; their language development, both written and spoken, is relatively poor; auditory and visual discrimination skills are not well developed; in school achievement they are retained an average of two years by grade six and three years by grade eight; they are more likely to drop out of school before completing secondary education and even when they have adequate ability are less likely to go to college. (Hess and Shipman 1965:869).

Deutsch, in attempting to describe the factors related to the lack of achievement of disadvantaged children,

suggests that main factors affecting the child's lack of readiness for school include lack of stimulation in the home. This includes visual, tactile, and auditory stimulation. For at home the child sees few objects that help to develop his visual discrimination, lack of playthings curb tactile development, and high noise levels cause the child to learn to be inattentive in order to drown out noise. A meager level of communication within the family further thwarts language development. (Deutsch 1963, 1964b).

If one looks at the socio-economic climate, as well as certain demographic features, Newfoundland could be considered somewhat of a disadvantaged culture. A report entitled Poor Kids, produced in 1975, indicates that 45.3% or 92,783 of the province's children live in poverty, the highest per capita level of poverty in Canada (Health and Welfare Canada cited in Emberley 1978:6). Combined with this sobering information is the report of Hill and Rowe on the problem of unemployment in the province, who concluded that Newfoundland has been affected by a high rate of unemployment for years (Hill and Rowe 1983).

As well, the Ministerial Advisory Committee's Report on Early Childhood and Family Education in May 1983 indicated, based on Statistics Canada information, that the unemployment rate in March of that year was 20%, one of the highest in Canada. It went on to indicate that 30% of 15,000 of our preschool population have working mothers,

the divorce rate has gone from 69.2 to 95.8 per 100,000 population, and 15% of all live births in the province are to adolescent mothers. To add to this bleak picture of the socio-economic climate in the province, the number of persons per household declined from 5.0 in 1961, 4.6 in 1971, to 3.8 in 1981, indicating the end of the traditional large extended family network and the support which it could offer in times of distress.

In addition, a study by William Fagan in 1982 suggests that 49% of Newfoundland students do not receive high school diplomas (Fagan cited in Ministerial Advisory Committee on Early Childhood and Family Education 1983). This is supported by the Leaving Early Report, produced by a committee of representatives of many groups and agencies in the Newfoundland educational scene. The report concluded that Newfoundland has a drop-out rate of approximately 50% (Committee to Study School Retention 1984).

Indeed, these statistics portray a province where it is extremely challenging for families to provide the kinds of stimulation and experience appropriate for children when their basic concern is with subsisting, for they have not the economic, social, or educational resources to deal with such problems.

As early as 1967 the Department of Education recognized the problems of disadvantaged children in the province, for it stated in a department directive that:

When a child comes to school, he has already had five years of learning. The extent his parents have availed of those precious years varies, for although many children come bursting to continue the advantage of amassing all the information they can, there are far too many others who are woefully and shamefully ill-prepared and will have to labor under this handicap for the rest of their lives. (Division of Curriculum and Instruction 1967:41). (Italics mine.)

This seeming attitude of fait accompli on the part of the Department of Education regarding lack of achievement has continued almost unchanged until fairly recently. This opinion is supported by Pickett, who reviewed Departmental policy toward reading. He suggests that although performance of Newfoundland students on standardized reading tests was extremely low throughout the 1960s and 1970s, there was no concentrated effort by the Department to alleviate the situation through intervention at school or in the home. Indeed, he reports that up until the late 1970s the basal readers could not be taken home for practice reading, and later, only after the reader had been completed in school (Pickett 1983).

The late 1970s and early 1980s, however, have seen increased concern for the effects of disadvantaged environments on the learning potential of children.

The effects of disadvantage have been documented in at least two areas of the province, by Mastropietro's study (1980) of children in the Avalon Consolidated School Board and Taylor's (1976) work with disadvantaged children in the Exploits Valley area. Both researchers suggested support

for the parents of such children, since in some instances parents would like to have helped their children but did not know what to do.

Concern for the disadvantaged (the unprepared five-year-old) was strongly expressed by the Newfoundland Teachers' Association Curriculum Sub-Committee in a brief to the Annual General Meeting in 1980. Recommendations included the involvement of parents in program planning. Similarly, a survey of 150 kindergarten teachers by the Provincial Kindergarten Committee (1981) indicated that from 15% to 20% of students coming to kindergarten are "unprepared." Greater involvement of the schools in supporting and educating parents was stressed by the report. Parent involvement and education was further supported by the Ad Hoc Committee on Family Life and Sex Education (1982); Kennedy (1981); the Ministerial Advisory Committee on Early Childhood and Family Education (1983); the Newfoundland Teachers' Association Committee on Early Childhood and Family Education (1984); the Working Committee Responsible for the Development an Inservice of the Pre-school Parent resource Package (1985); the Working Group to Establish Guidelines for Early Childhood Education Centers in the Province (1985).

Thus, considering the importance of the early years in child development, the somewhat disadvantaged environment that exists in the province, and the erosion of family

support systems, there is a need to highlight the kinds of positive interactions which can and should take place between parent and child. Otherwise, there is a possibility of great loss in human resource potential, for such factors as economic pressures and resultant poor nutrition, lack of intellectual stimulation, and lack of parent interest contribute significantly to low academic performance and achievement (Davidson 1950; Douglas 1964; Fraser 1971; Porter 1971; and Wall and Schonell 1962).

Takano (1971), Wall and Schonell (1962), and Griffith (1962) suggest that successive failure-producing experiences (such as those of disadvantaged children) produce negative attitudes to school, cause children to become behavior problems, and profoundly affect personalities, because of the inability to cope with the demands of school. "The seeds of resentment are sown--to teachers, the school, and society in general" (Waksman 1975:40).

According to the report on pupil retention Leaving Early (Committee to Study School Retention 1984), there is such a population in Newfoundland, for approximately 50% of our children never complete high school. Some of these children are thrust into the role of parenting at a very early age (due to high pregnancy rate in female dropouts) or will be the future parents of children in the province.

It is apparent that a great need exists in the province for resources to aid parents in fulfilling their

role in a meaningful, positive, and effective manner. Rather as Packer and Cage state, "that rather than condemn the home environment" provided by some parents, "we must help parent and child . . . the home and school must enter into a new partnership" (Packer and Cage 1972:196). (Italics mine.)

It is important at this point to focus on the kind of experience which can accrue from specific types of parent interaction with children, especially since a number of psychologists and sociologists suggest that parents have a profound impact upon the development of their children (Cohen 1969; Douglas 1964; Hess 1969; Kagan 1971).

Thus, interactional effects will be examined in five areas: intellectual development, personality development, language development; reading development; and achievement.

Intellectual Development

During the past century, there has been heated controversy concerning the extent to which intelligence is determined by heredity or environment. In essence, it is the problem of nature versus nurture.

While there are, of course, certain biological determinants of intellect, a number of researchers stress the importance of environment in its development (Hunt 1961; Deutsch 1967; Bloom 1964). Similarly, Hunt (1961), Lesser et al. (1965), and Pines (1967) concluded that the

quality of early experience is crucial to the intellectual development of the young child. Others have suggested that parent-child interaction itself affects the cognitive development of the child (Bee et al. 1969; Bernstein 1961, 1970; Bing 1963; Elardo, Bradley, and Caldwell 1975; Halsey and Gardner 1971; Hess and Shipman 1965; Kent and Davis 1957; Lewis and Goldberg 1970; Miller 1971; Mumbauer and Miller 1970; Reissman 1962; Schonell 1971).

A number of writers suggest that a particular manner of interaction with children (i.e., an attentive, warm, stimulating, responsive, and non-restrictive style in parenting) fosters intellectual development (Beckwith 1971; Beckwith et al. 1976; Clarke-Stewart 1978; Freeberg and Payne 1967; Levenstein and Sunley 1968; Streissguth and Bee 1972; Rubenstein 1967; Wolf 1964).

Gordon summarizes by stating:

What parents do with their young children in various roles as information giver, manager of environment, modelers, stage setters, and direct teachers does influence children's intellectual performance both during that time and later on in school. (Gordon 1972b:149).

Through the use of appropriate intervention techniques, combining programs for children and at the same time involving parents, Klaus and Gray (1968) and Weikart (1967) infer that the level of intellectual functioning could be raised in some children.

Verzaro-Lawrence, in her review of "Early Childhood Education Issues for the Decade," describes the promising

findings of Bronfenbrenner (1974) and Goodson and Hess (1978), pointing to the positive effects which may accrue from parent involvement in preschool programs. She states:

Bronfenbrenner (1974) in reviewing eight varied intervention programs found initial IQ gains were later maintained by children in programs that emphasized the importance of reciprocal and contingent interactions between mother and child, from infancy onwards.

The importance of parents as a primary component of successful early intervention was also noted in Goodson's and Hess's (1978) review of 25 parent training programs. (Cited in Verzaro-Lawrence 1980: 105).

Thus, it may be concluded that not only are early experiences necessary for cognitive development but that parents have an important role to play in helping to ensure that appropriate development takes place, since as Getzels concludes, development of general and specific cognitive abilities required for success in school is determined in many ways by the availability of relevant experience in the preschool environment (such as the home) (Getzels 1966).

Personality Development

The parent-child relationship has the potential of nurturing personality traits such as independence, curiosity, cooperation, and social conscience, as well as helping children to form positive attitudes, all of which contribute to one's ability to profit from specific learning experiences and to successfully interact with others.

The role of the family in personality development is outlined by Koller and Ritchie:

The functions performed by families on behalf of the children are probably numerous . . . eight vital functions . . . are (1) to serve as a basic culture carrier, (2) to interpret and simplify a complex world, (3) to discipline, (4) to protect, (5) to give freedom, (6) to problem solve, (7) to enrich family life, and (8) in summary, to develop personality. (Koller and Ritchie 1978:122).

Moreover, Koller and Ritchie suggest that "Families constitute the initial agencies of socialization for children. Further, they not only begin the lifelong process of socialization, but they sustain it over time . . ." (Koller and Ritchie 1978:94).

In a review of behavior science by Berelson and Steiner, they substantiate the idea that opinion, attitude, and beliefs are acquired from parents. They view parents as the first significant influence in a child's life and find that parents determine more than anyone else the individual's self-perception as well as the role they will play in society (Berelson and Steiner 1964).

A number of writers concur with the importance of the family in terms of the child's social and psychological development (Ainsworth, Bell, and Stayton 1972; Bacon and Ashmore 1982; Bernal 1984; Clarke-Stewart 1973; Streissguth and Bee 1972).

Bernal states:

Beyond a doubt, parents are the primary determiners of children's behaviour and psychological adjustment, and are in the best position to teach children and arrange their lives in order to minimize the development of children's problems and to promote mental health. (Bernal 1984:499).

Streissguth and Bee (1972) have suggested that the early interactions between adult and child may have powerful effects on children's personality development, both positive (Berelson and Steiner 1964; Bryan and London 1970; Heinicke 1953; Hoffman 1975; Rushton 1976; Smythe 1972) and negative (Bandura, Ross, and Ross 1963; Kagan and Moss 1962; Yarrow 1964).

Heinicke suggests, for example, that children who have had a warm, close relationship with their parents will show signs of guilt at wrongdoing (Heinicke 1953).

As well, children who are provided with models of altruistic behaviors (i.e., being unselfish, generous) by adults will adopt such modes of interacting themselves (Bryan and London 1976; Rushton 1976; Hoffman 1975).

Yarrow suggests that severe restriction of opportunities to interact socially, such as those which occur in orphanages in the absence of parents, appears to be related to a high degree of dependence in later life (Yarrow 1964).

Kagan and Moss intimate, however, that the presence of parents who exert extreme behaviors has equally negative effects, since their research suggests that high parental protection in infancy is associated with passive, dependent behavior during preschool years (Kagan and Moss 1962).

Guidubaldi, Gullo, and McLoughlin have suggested that "the degree to which a child's psychological development is nurtured in the home clearly establishes

predispositions that affect the child's adjustment to other life experiences" (Guidubaldi, Gullo, and McLoughlin 1982:23).

Punjari concurs by inferring that an important base for achieving personality development is the quality and quantity of the early environment. In a study conducted in Newfoundland of children receiving psychological services, Punjari determined family correlates of psychological disorders ranging from schizophrenia to insomnia and suggested that family environments may, indeed, cause certain psychiatric disorders (Punjari 1980).

Honig advances the idea that "knowledge of emotional needs and typical early social-emotional behaviour . . . may forestall inappropriate parental response" (Honig 1979:1).

It might be said, then, that interaction with parents in a child's experiential realm is a key element in the type of personality a child will develop. Parental knowledge would seem to be an important extenuating factor to the development of a secure, well-adjusted child.

Language Development

Boys do not need the art of grammar which teaches correct speech if they have the opportunity to grow up and live among men who speak correctly.

St. Augustine on Christian Doctrine
(Cited in Encyclopedia of Education
1971:423)

It appears that in order for language to develop adequately, the child requires an environment that includes effective language models, the opportunity to hear varied and elaborated speech, and rewards for verbal interaction. In other words, the environment must be "language provocative" (Reid 1968:201). All this suggests that the nature of environment has a major influence on the quality and extent of the language developed (Beck 1967b; Bernstein 1961, 1967; Biber 1967; Cazden 1972; Clarke-Stewart 1977; Emerson and Schaffer 1964; Getzels 1966; Gordon 1971a; Gray and Klaus 1965; Holdaway 1979; Jelinek 1975; John and Goldstein 1964; Jones 1972; Kagan 1969; Lewis and Goldberg 1969; Moss 1967; Petty and Jensen 1980; Pilling and Pringle 1978; Rees 1968; Stewig 1982).

Gray and Klaus suggest that verbal communication may depend on the presence of adults who positively encourage the child to talk, to learn to label his world, and to respond verbally to adult speech (Gray and Klaus 1965).
(Italics mine.)

Indeed, Anselmo states that "most language learning processes take place between the ages of 2 and 5" and that "early language development is influenced most of all by parents and other caregivers" (Anselmo 1978:139), while John and Goldstein suggest that "social interaction with verbally mature individuals, which affects language acquisition, begins with the occasion of the infant's early

vocal response" (John and Goldstein 1964).

Larrick remarks on the critical importance of the early years and appropriate environmental response to attempts at language acquisition.

The first four years of a child's life have been called the peak language-learning years. This is the time when children learn most easily. How much they learn and how successfully they respond will depend upon the opportunity provided by older, more experienced members of the family, through parents primarily . . . (Larrick 1983:338).

"Language," then, "cannot be learned if there is insufficient verbal interaction between the child and those who know the words . . ." (Getzels 1966:220), and indeed, some parents' provision of verbal stimulation is insufficient in quantity and quality.

Bernstein's analysis of the language patterns of mothers distinguished two types of language: restricted and elaborated. He found that the restricted code was used primarily by working-class mothers. It was characterized by short, simple sentences, which were often unfinished, with little use of adjectives and adverbs and few subordinate clauses; much of the meaning was implied rather than specific. In contrast, middle-class mothers more frequently employed language reflecting more complexity in ideation and sentence structure (Bernstein 1961, 1967).

Similar findings were made by Hess and Shipman in a study of urban American Negro families. They found that middle-class mothers used more words, did more labelling,

used more complicated sentences, and talked in a more abstract way with their young children than did lower-class mothers. It was also found that the children's speech mirrored the linguistic competence of the mothers in the study (Hess and Shipman 1985).

A study done in Newfoundland by Jones also points out the important influence which parents exert on language development. She found that children with high verbal ability came from homes where parents had a high interaction index, had high educational and vocational aspirations for their children, and provided maximum opportunity for use and development of language (Jones 1972).

Ryan suggests some of the probable implications of inadequate language development.

Studies have shown that children from low, as compared with higher socio-economic groups are deficient on the following measures: rate of speech development, maturity of speech articulation, discrimination and mastery of speech sounds, performance on reading tests, the number of words used per remark, maturity of sentence types, complexity of sentences and use of concepts in discussion. Thus, at Grade One children from poverty backgrounds are deficit in the most important skill they must possess in order to be successful in school. This deficit is cumulative over the school years and becomes more acute as it affects concept formation, problem-solving ability, and abstract thinking . . . (Ryan 1971:2).

In an article, "Social Factors Which Influence Learning and Reading," Havinghurst points out that:

. . . a child who has learned restricted language at home is likely to have difficulty in school, where an elaborated language is used and taught by the teacher,

and the difficulty of the child is likely to be increased in school, unless he learns the elaborate language that is expected of him. (Havinghurst 1968: 78).

Others concur with the relationship of language development and academic success (McCarthy cited in Encyclopedia of Educational Research 1952; White 1970). McCarthy writes:

Language is a major key to a child's mental life, many thought processes involve subvocalizing words. Some form of oral expression is necessary for communication of ideas to others and certain basic mastery of linguistic skills is an essential prerequisite for academic achievement. (McCarthy cited in Encyclopedia of Educational Research 1952:165).

There are researchers who suggest that language competence may have effects on other areas of development. Lewis infers a relationship between language and cognitive and emotional development:

Language, in the sense of symbolization, is the great mediator between cognitive and emotional development. In providing a child with a means to put his or her feelings into words, language enhances the child's mastery over feelings and allows greater energy for cognitive growth. Conversely, the cognitive leaps reflected in language development promote the mastery of emotions necessary for healthy growth and adaptation. (Lewis 1978:202).

The influence of language development on cognitive ability is also inferred by Cary (1966), Havinghurst (1968), and Pilling and Pringle (1978).

Havinghurst states:

The child's mind grows upon language he hears. If the language is barren the child's mind is stunted. If the language is rich, his mind is stimulated to grow.

Every child's mind must feed on the language provided in the home. (Havinghurst 1968:77-78).

Other writers suggest that there is also a relationship between language and reading development (Anselmo 1978; Bruinsma 1978; Seefeldt 1985; Smith 1971a).

Seefeldt suggests that "the ability to read requires a solid foundation of oral language" (Seefeldt 1985:14), while Smith infers the existence of a high correlation between poor language development and poor reading and a non-verbal environment (Smith 1971a). Bruinsma links the development of language to reading when he says: "The first five years are crucial to the language development of the child and are thus crucial for his learning to read" (Bruinsma 1978:2), while Anselmo states, "Children's ability to use receptive and expressive language affects their learning to read" (Anselmo 1978:139).

Many theorists and researchers in recognizing the important role which parents can play in their children's development of language have suggested techniques so that interaction between parent and child may be more productive in terms of language development.

Cazden suggests that as young children learn basic vocabulary and attempt to communicate with words, parents should provide every possible encouragement by taking time to listen, by trying to understand what the child is saying, and by expanding language for the child. Also, Cazden states that speech should be varied, relevant to the child's activity, and appropriately complex (Cazden 1972).

Reid, in her article "Language Opportunities," says:

The basic structure of language begins in the home for in addition to the natural flow of communication among family members there is the added stimulus of television. As well, the backyard, playground, swimming pool and park are environments for informal language. In addition, there are planned activities such as puppet shows, children's theatre, music and ballet lessons . . . (Reid 1968:200).

Provision of such activities in most instances requires some involvement of an adult, likely a parent, in preparation, planning, or participation.

She goes on to reiterate:

Language does not grow in a vacuum. We must have something to talk about. In addition to real experiences many vicarious ones are language provocative. Again we begin with the home. Fortunate indeed is the child of two or four whose parents play word games with him, question, read nursery rhymes and stories, read or better yet tell well-beloved stories, or give opportunities for children to join in telling and finally to retell the story in his own way. (Reid 1968: 201).

And finally, Lerrick suggests that it is never too early for parents to encourage language development, for she writes:

Oral language is the foundation for reading and writing. And experiences with oral language can begin as soon as the baby is born. The soothing songs and gentle talk of parents should be part of an infant's life right from the start. It can be a good morning song to start the day, a lullaby at bedtime, or spontaneous communication when the baby is being bathed and dressed. This is the time when the parent can introduce nursery rhymes and songs. (Lerrick 1983:338).

For older preschool children, Lerrick suggests that:

The simple events of the day create the start of a friendly conversation that will add to the young child's vocabulary and understanding: talking about foods as they are being prepared and served, talking about pets and people in the household, talking about the weather,

and how it changes from day to day, talking about simple games such as "peek-a-boo" for the younger child or the way to fly a kite for an older child. (Larrick 1983: 333).

In addition, a number of researchers have developed programs to aid parents in the task of facilitating language development (Henderson and Garcia 1973; Irwin 1960; Jefree and Cashdan 1971; Metzl 1980; Ringler *et al.* 1978).

Thus, Wann, Dorn, and Liddle suggest that "It becomes essential in the process of fostering thinking and conceptualization that we help children expand their vocabularies and their ability to understand and use language" (Wann, Dorn, and Liddle 1962:85).

Petty and Jensen suggest that the "family environment is the most important determiner of the quality of language facility" that children will develop (Petty and Jensen 1980:9). Jelinek states that although parents have been a major source of stimulation during the child's early years, many parents have had little prior training which would enable them to provide systematic stimulation (Jelinek 1975). Thus, clearly there seems to be a need for some method, procedure, or program by which parents could be aided in developing their children's competence with language.

Anselmo advocates the involvement of the school, for she states, "The school should help parents further language development of the child" (Anselmo 1978:142). This is particularly so since language relates to many

other competencies as well, and since environment, and those individuals in a child's environment, have such a vital role to play in language acquisition (Cazden 1972; Clay 1972; Smith 1975).

Reading Development

Reading remains the fundamental education skill; without it no student can perform adequately in school. (Norton cited in Brembeck 1966:511).

Nothing strikes fear into the heart of a parent faster than a teacher who says, "Your child has a problem with reading," for ability to read is essential to a multitude of tasks one finds in school and in the world of work. DiSibio suggests, for example, that "the reading process is the key to all future understanding of lessons in social studies, science, and mathematics" (DiSibio 1984:296). The importance of competence in reading is also supported by Chall, who intimates that ability to read has become even more essential in a complex and changing world.

Because most jobs are becoming more technical, the level of reading ability needed by most people continues to rise. It is estimated that twelfth grade reading level--a level reached by typical high school graduates--is needed for the 1980s. . . .

Less than fifty years ago, an eighth grade level was considered sufficient for most people. (Chall 1983:283).

Thus, with such an important emphasis being placed on the ability to read and read well, it is certainly important that parents understand the process and have a knowledge of what they can do to enhance reading development. Bruinsma

supports this notion, for he states: "Parents are the first and primary teachers of the child. It is important that they are aware of their role in providing reading readiness." (Bruinsma 1978:iii). Auten suggests that parents have a significant role in preparing children to read and can help shape and strengthen school reading programs (Auten 1980). The Illinois State Office of Education reiterates the point and also infers that it is "important for parents to be familiar with the nature of the child's school environment, the teacher and instructional methods" (Illinois State Office of Education 1977:12).

Certainly, parents themselves seem anxious to know what to do to promote reading development, as Eden indicates by stating, "An area of special interest to most parents is reading" (Eden 1983:61).

Although Lerrick states, "The role of parent as home teacher was not generally understood twenty years ago" (Lerrick 1976:134), many educators and researchers now recognize its importance (Anselmo 1978; Auten 1980; Axelrod 1974; Boutwell 1971; Brenner 1957; Bruinsma 1978; Cave 1970; Chall 1983; Criscuolo 1974, 1984; Cullinan 1983; DiSibio 1984; Durkin 1966; Elinsky, Farrell, and Penn 1955; Fay and Blanton 1971; Fitzpatrick 1982; Flippo and Branch 1985; Hoskisson 1974; Illinois State Office of Education 1977; Kasdon 1958; MacGinitie 1969; Milner 1951; Pickett 1983; Pikulski 1974; Schickedanz 1978; Sheldon and Carrillo

1952; Smythe 1972; Sutton 1964; Vukelich 1978; Williams 1982).

Indeed, a number of studies have documented the positive effects which parents may have regarding their children's reading development.

Della-Piana, Stahmann, and Allen reviewed sixty-seven studies, articles, and books and documented the importance of environmental influences on children's early reading performance (Della-Piana, Stahmann, and Allen 1968).

Pickett, in a comprehensive survey of forty projects involving parents in learning about reading and helping their children at home, found that of the twenty-seven projects employing statistical measurement of their program's effect, twenty-six of the projects measuring children's reading achievement reported gains, and of the twenty-six projects, twenty reached a level of significance (Pickett 1983).

Similarly, Gallup found that of the 1,045 mothers surveyed of high-achieving first graders, 70% of the children had been read to regularly in their early years by parents or other adults (Gallup 1969).

In addition, a number of writers report success in programs designed to teach parents to help their children develop pre-reading and reading competence (Bruinsma 1978; Brzeinski, Harrison, and McKee 1967; Criscuolo 1974; Niedermeyer 1970; Vukelich 1978; Widmer 1963).

It has been noted by some researchers that certain behavior exhibited by parents and certain activities parents engage in with their children seem to be conducive to reading development (Bruinsma 1978; Chall 1983; Cullinan 1983; DiSibio 1984; Durkin 1961, 1966; Grayum 1954; Illinois State Office of Education 1977; Larrick 1983; MacGinite 1969; Simmons and Brewer 1985).

Bruinsma, for example, suggests a possible result of parents' influence:

When a child comes to first grade with some rudiments of reading skill, he finds the early lessons in reading easy to master and both he and his teacher are likely to become confident of his ability. The teacher will, quite reasonably, regard him as able and interested and will confirm and reinforce his favorable attitude to school work. (Bruinsma 1978:26).

Writers such as Grayum explore more specifically the types of interactions which positively affect reading development. Grayum, in reviewing early studies of the positive and negative effects of parental attitudes on children's reading achievement, concludes that parents can help reading development by making reading an essential part of their life, by providing pleasurable and satisfactory experiences with reading, and by placing high value on reading in their own lives (Grayum 1954).

Sheldon and Carrillo (1952) and Sutton (1964) found that children who read easily in school were the same children whose parents read to them at home, while Elkind (1974) and Gordon (1976) found that preschool children

read to by their parents were more likely to try to read themselves.

Keshian, in studying the characteristics and experiences of successful fifth-grade readers, found that parents had encouraged their children to read, the children were taken to the library, the parents read themselves, the children were read to by parents on a regular, sustained basis, and a great variety of reading material was available in the home (Keshian 1963).

Milner found that children in the study who scored high in reading ability had much richer verbal family environments, had more books available, were read to by personally important adults, and had more opportunities for emotionally positive interaction by being taken to a variety of places. The findings led Milner to conclude that:

Competence in the communication skills is far too essential in our highly complex society to suggest less rather than more educational stress on them. Many and varied, verbal-reading experiences should be introduced in a consistently positive emotional context. (Milner 1951:110).

Durkin, in a series of longitudinal studies related to early reading, identified a number of factors in learning to read at an early age: reading to children before entering school, pointing to words and describing pictures, labelling pictures, parents answering questions about words, and the realization that parents should give preschoolers help (Durkin 1966). Durkin also found that regular reading

to children at home and high parental regard for reading also had positive effects (Durkin 1961).

MacGinitie suggests:

. . . if a child has parents who stimulate his curiosity about printed words and who have supplied some of the answers that enabled him to name the letters or letter sounds when he enters first grade, these same parents will probably continue to provide the parent interest, the encouragement and probably even some supplementary instruction in the development of reading skills during the years. (MacGinitie 1969:400).

Further suggestions are made by DiSibio:

One of the most valuable experiences a child can have before the reading process can begin is that of listening and responding to literature being read at home. This type of literary environs usually produces youngsters who are ready to read before any formal training ensues and who continue to display a competence in reading throughout their educational careers. (DiSibio 1984:297).

Lerrick concurs by stating:

Reading aloud in the family is probably the most valuable aid to children's reading. New books can be introduced. Intriguing details in text and illustration can be noted. Questions can be raised. (Lerrick 1983:340).

As well, Lerrick suggests three additional ways in which parents can help to prepare their children for reading:

- (1) By promoting fluency in the use of oral language.
- (2) By building interest in reading.
- (3) By providing experiences that will broaden the child's vocabulary and background. (Lerrick 1983:339).

Chall suggests that the home also helps by providing appropriate reading materials (Chall 1983). Others intimate that parents who instill a "love" for reading in the child positively affect children's later reading

development. Cullinan writes:

The most important gift we can give children is the gift of reading for pleasure. It is given to them primarily by reading aloud by an enthusiastic reader endowing the child listener with a love of story. This love of story paves the way for reading alone and establishes early the reason to read. (Cullinan 1983: 333). (*Italics mine.*)

Simmons and Brewer reiterate and suggest other factors as well:

The most important component of the reading process is learning to love and appreciate books. Recognition of individual words follows--but must never precede this step. Another vital ingredient is the reader's background of experience . . . and oral language development. (Simmons and Brewer 1985:177). (*Italics mine.*)

They go on to state:

Children who are introduced to a large number of outstanding books are likely to develop a love for literature that will last their entire lives. Books provide a vehicle for developing comprehension when they are asked to retell stories or engage in dramatic play. When books are read to them frequently, children learn to predict words, and sentence patterns of books they read. These skills are integral components of the reading process. (Simmons and Brewer 1985:182).

The Illinois State Office of Education stresses the importance of the parent as a positive role model for children:

Parents who enjoy reading and have a large selection of books in their home provide their children with positive models. It is through observing their parents reading that the child learns that reading is highly valued. Taking them to the library on a regular basis as well as reading to them, teaching them to feel comfortable around books, reinforces the idea that reading is important and enjoyable. (Illinois State Office of Education 1977:11).

In contrast to the positive effects parents may have, it has been suggested that negative parent attitudes toward

reading success, low-level language development, and restriction of normal freedom of childhood experiences have been found to exert retarding influences upon achievement throughout a child's school career.

Hirsch states:

In some homes, there is little verbal communication. The cultural level is low, there are few if any books available, the children are never read to; their's is an environment deprived of important verbal experience. For such children language is not a comfortable tool and reading is likely to present problems. (Hirsch 1962:221).

Smythe infers similar negative consequences of the lack of an appropriate environment that can foster reading development:

Parents, not teachers, are responsible for first impressions books make on the preschool mind. If parents fail to introduce reading in its proper light, through either neglect or in an inappropriate approach, the result can be disastrous. (Smythe 1972:22).

Earhart further delineates the problems children may encounter with beginning reading in the absence of adequate pre-reading stimulation.

Kindergarten and first grade experience and learning set the stage in many ways for the rest of the child's school years. For some children, the experience is filled with joy, satisfaction, excitement and success. For others, frustration abounds because success is seldom experienced. These unsuccessful children may not possess the skills needed to carry out the expected activity. (Earhart 1981:160).

Earhart goes on to state:

Children who do not possess the necessary prerequisite skills are highly likely to experience failure in the kindergarten reading program if no attention is given to helping them to build the skills needed for success.

Children who experience failure in learning soon begin to feel that they are inadequate human beings in the school situation. Kindergarten sets the stage for later learning. (Earhart 1981:181).

It is interesting to note that Norton found that "the average dropout is at least two years retarded in reading ability by the time he quits school." As well, "dropouts fail three times as many courses as 'stay-ins,'" and "9 out of every 10 dropouts have been retained in some grade at least one extra year." Further, he states, "the majority of dropouts are from lower socio-economic families," whose "cultural backgrounds and horizons are limited" and "where education is viewed with indifference, distrust, and open resentment" (Norton cited in Brembeck 1966:511).

Lerrick contrasts the positive and negative effects of inadequate preschool preparation:

Children who have been told continually to shut up, who have been labeled stupid and lazy, who have had no experience with books--either hearing them read aloud or exploring their illustrations--may be language cripples when they arrive at school. They lack the vocabulary for simple conversation and are so insecure that they avoid the risk of raising questions, expressing independent ideas or exploring the printed word.

In contrast, the child who has been read to at home, who has developed facility with oral language, and who feels secure enough to ask questions and venture solutions almost invariably does well in reading when he gets to school. Parents and the home environment have made the difference. (Lerrick 1976:134).

Bruinsma provides an eloquent summary of the role parents need to play in the course of their child's reading development:

Love, of any kind, is learned through example. In this regard the home, not the school, plays the central role

in fostering the love of reading in children. Teachers can tell their students a million times that reading is an important activity, but if children never see that this is true in the lives of model adults, then it becomes just so much hot air. If fathers and mothers never read to their children and never show any interest in reading themselves, then there is small likelihood that a child will believe that reading is really an important activity. If, however, the home does establish a love and respect for reading in the child, the school receives a "ready" child and has a marvellous foundation on which to build reading skills. The positive desire to learn to read that a child develops in the home will greatly aid him in persevering in the often difficult task of learning the fundamental reading skills. (Bruinsma 1975:4-6).

Flippo and Branch suggest that often parents are, indeed, concerned with their role in fostering reading development but are unsure of what to do or how to proceed. They state:

Parents of young children are very often concerned with their pre-reading and beginning reading development. They want to know what they can do to help their child have a good start in this critically important skill. All too frequently the parents do not have the information available to help their children. (Flippo and Branch 1985:120).

A number of writers suggest that greater interaction between the home and school is necessary (Anselmo 1978; Bruinsma 1978; Cave 1970; Illinois State Office of Education 1977; Koppman cited in Auten 1980; Williams 1982).

Criscuolo suggests that "Children deserve the best possible reading instruction we can give them. Meaning parent involvement will aid us in our effort to achieve this crucial goal. Parents are resources that must be tapped to the fullest" (Criscuolo 1980:184).

Koppman infers that schools have a responsibility to

aid parents by providing them with guidelines and suggestions for encouraging their children's learning. Only then, he points out, is it realistic to expect help from parents (Koppman cited in Auten 1980). (Italics mine.)

Williams supports this notion and states:

Parents have the most significant influence on the child during the early years of development. Especially significant is the influence parents have in helping children learn to read. Thus, teachers and parent educators need to encourage and equip parents with special methods for supporting children in this learning process. (Williams 1982:117). (Italics mine.)

Anselmo intimates that the success of school reading programs is contingent upon this kind of parent-teacher interaction.

If educators, administrators, and teachers alike want more success in helping children learn to read, they must work with the people with whom children interact while learning to talk. (Anselmo 1978:139).

DiSibio concurs by stating:

If teachers are to improve reading and language arts instruction in relation to pre-reading skills, they must first involve parents, the primary educators of the child. (DiSibio 1984:297).

A recognition for the need of such interaction has been recognized by Roe in her study of the socio-economic and educational input variables relating to reading achievement of fourth-grade students in Newfoundland. She recommends the importance of continuous communication between the home and school if there is to be a conscientious effort to improve reading (Roe 1971).

Cave suggests that "parent education" may be the

appropriate medium of such interaction:

For full parent-teacher cooperation in the teaching of reading it is necessary to understand a great deal of "parent education" is needed, especially to explain the vital importance of vocabulary growth and concept formation through pre-reading experiences. (Cave 1970: 92).

A number of writers concur with the opinion expressed and suggest "workshops" may be an appropriate format for conveying the necessary information parents need to aid their children's reading development (Axelrod 1974; Bruinsma 1978; Burgess 1977; Criscuolo 1974; Elinsky, Farrell, and Penn 1955; McWilliams and Cunningham 1976; Murphy 1982; Pickett 1983).

Bruinsma's Parent Information Program (PIP) is one such workshop. He stresses the importance of such in-service programs:

Kindergarten and Grade One teachers often comment on the vast experience differences among children entering their program. Whether or not a child has had the kind of pre-reading experiences described in PIP will greatly determine his initial progress in more formal reading experiences. Elementary schools are advised to develop programs similar to the PIP and take them to parents well before their children enter school. Parent participation in the PIPS suggests to the authorities that such programs should be presented at prenatal classes for parents when interest in child-rearing is at an all time high. This merits serious consideration. (Bruinsma 1978:72).

Achievement

Achievement refers to the educational attainment of children, and while it is necessary to look at the short-term effects by parents on intelligence, personality,

language, and reading, projected long-range effects are also important.

Brembeck suggests:

The educational aspirations of children reflect not only those of the family, but also the achievement aspirations parents hold for them.

Children's educational aspirations, the evidence indicates, are learned to a major extent from the family. (Brembeck 1966:141-142).

Henderson concurs and extends the list of home factors affecting achievement to include: the goals and aspirations parents hold for themselves and their children; the academic achievement standards parents hold and their standards of reward for educational achievement; the kinds of knowledge parents have of their children's development or educational progress; specific plans parents have made so that their children's educational goals can be reached; the quality of parents' language; the amount and quality of guidance provided by parents on matters related to school work; the activeness of the family (i.e., the range of environmental stimulation available to the child); the parents' own modeling of seeking and using information; the "intellectuality" of the home (i.e., the types of toys, games, books, hobbies made available and the opportunities for problem-solving and development of imagination); and work habits in the family (i.e., defined responsibilities distributed among family members) (Henderson 1981).

Caldwell infers that several other environmental factors affect development and ultimately achievement in a

positive manner. They include: gratification of basic needs and provision for the child's health and safety; relatively high frequency of adult contact with a relatively small number of adults; a positive emotional climate promoting trust; an optimal level of need gratification; varied and patterned sensory input; interaction with people who are physically, verbally, and emotionally responsive; few social restrictions on exploratory and motor behavior; a well-organized, predictable environment; rich, varied cultural experiences; play materials which facilitate development of sensory-motor processes; contact with adults who value achievement; and a match between experiences provided and the child's current level of development (Caldwell 1968).

Jencks et al. have suggested that family background and all its influences are so important that it explains "nearly half of the variance in educational attainment" (Jencks et al. 1972:145). Indeed, a number of researchers and research studies concur with the idea that the home exerts a strong influence on children's achievement (Bradley, Caldwell, and Elardo 1977; Bronfenbrenner 1979; Central Advisory Committee for Education 1967; Coleman 1961; Coleman et al. 1966; Davis 1948; Fraser 1959; Gordon 1979; Jackson and Marsdon 1966; Levenstein 1978a; Schaefer 1972a; Watson, Brown, and Swick 1983).

For example, in a nationwide survey in the United

States commissioned by the Johnson Administration, James Coleman conducted a massive research project involving 600,000 children from 4,000 schools. He found that effects of home environment far outweighed any effects the school program exerted on achievement (Coleman *et al.* 1966). Similar conclusions were reached by the Central Advisory Committee for Education (1967) and Douglas (1964).

Wiseman, in a study set up by the Plowden Commission of Great Britain, described the influences of home circumstances on later educational attainments by children. He found that the major forces associated with educational attainment are to be found within the home (Wiseman cited in Passow 1970:28). In a second study, Peaker found that the variations in children's school achievement were accounted for in parental attitudes (Peaker cited in Passow 1970:28).

In the province of Newfoundland and Labrador, a number of studies have focused on the relationship of the home to aspects of achievement (Davis 1978; Day 1975; Duggan 1975; Duncan 1973; Jones 1972; Moss 1973; Noel 1970; Roe 1971; Smith 1979; Tilley 1975; Wareham 1977). Duncan, for example, found a relationship between socio-economic status and the likelihood of becoming a dropout (Duncan 1973), while Roe suggests that socio-economic factors explain a much larger proportion of the variance in reading achievement than did educational input variables (Roe 1971). Noel (1970) draws

similar conclusions.

Thus, a number of varied factors in the home environment of the child appear to impinge upon the child's development and later achievement.

Some researchers have demonstrated that parent behavior affects achievement. Crandall found, for example, that mothers of high-achieving young children pay less attention to their children's requests for help than mothers of low-achieving children (Crandall 1963). Similarly, high achievement-oriented boys had mothers who gave many early rewards for independence and mastery, according to Winterbottom (1958).

Baumrind has suggested family attitudes impinge upon general competence. Competent children are defined as mature, realistic, assertive, self-reliant, and able to exert self-control. The mother's interaction with the child assumes a nurturing role (Baumrind 1967).

Herriot intimates that one influence on the level of aspiration of an individual is the level of expectancy which the individual perceives others to have: hence, the importance of parental attitude (Herriot 1966).

Kelly summarizes the effects of family on child development:

Family interaction forms a framework that shapes the development of self-image and the physical, emotional, intellectual and social capabilities. Family forces may encourage and stimulate the individual's budding capabilities or discourage, thwart, and misdirect them.

Either way, living in a family provides the child with lasting first impressions of self and others and how self and others interrelate. Time and events may radically modify these first impressions and inclinations. They remain, however, "as a baseline" against which new ideas are interpreted and evaluated. Self-esteem, perception of physical and mental capabilities, imagination, expectancies of others, skills, talents, hopes, fears and the ability to take risks and effectively tapping one's own resources to love, work and play are all shaped and fashioned in the family. (Kelly 1983: 79).

Thus, it would seem that parents not only have short-term effects on intellectual personality, language, and reading development, but exert an influence that affects the future attainment of children in their school careers.

Shearer and Loftin suggest that:

To ignore parents, in their unique position as a child's most natural educator, is to lessen the chances for a successful educational program. (Shearer and Loftin 1984:93).

Watson, Brown, and Swick state that a number of conditions are important to ensure such success. They state:

Parents must not only encourage children to achieve but must become actively engaged in the learning process with the child.

Parents must have an ecological support network [and] must perceive their role as "educator," [and] the child's role as "learner" as an important and vital function of the family.

Parents and teachers must form an active partnership beginning at birth so the appropriate home-school match can be achieved. (Watson, Brown, and Swick 1983: 178-179).

The Plowden Report concurs by stating:

. . . information on background factors such as living conditions and parent attitude in the education of the child, was crucial to the educational attainment. But it was believed that such attitudes were susceptible by alteration, by persuasion and that schools should thus seek the active cooperation of parents in the education

of their child. (Plowden Report cited in Lynch and Pimlott 1980:71).

Goodson and Hess suggest a need for parent education in this regard:

. . . the most effective channel for boosting school performance is through intervention in the family when the child is relatively young. Parents whose own educational opportunities were limited might benefit, and thus assist their own child, by becoming involved in programs to train them as teachers of their own children. (Goodson and Hess 1976:14).

Yawkey concurs:

Training that focuses on showing parents how to work with their children equips them to act as teachers, socializing agents, and decision makers. It then helps them develop patterns of interaction to use during the child's formative years that promote the development of these important learning skills. (Yawkey 1982:118).

Mallory reasserts the value of parent-teacher interaction and suggests the "workshop" as a possible mode to accomplish greater involvement:

Attention should be payed to the potential lack of congruence in attitude and beliefs between parents and teachers, so that each may accommodate to the other's views and expectations. Parent-teacher workshops during the summer before school entry, perhaps led by a third-party facilitator would be one way to move toward reciprocal expectations. (Mallory 1978:25-26).

Brembeck concludes and thus reiterates the tremendous importance of parent-teacher interaction in an ever-changing, increasingly urbanized society:

Today's schools are living extensions of the modern family. When the family was traditional and self-sufficient, it had little need for the school. Today the family is dependent on others for both its economic requirements and its formal education. In shaping early and continuing values, aspirations, achievement, and behavior of the child, the family is without equal. For this reason the schools must recognize and

understand the family as a teaching institution. The purposes of the school are so intertwined with the purposes of the family that one cannot be achieved apart from the other. The school must always set as one of its goals discovery of ways to work with families for the maximum benefit of the object of both, the child. (Brembeck 1966:148).

Statement of the Problem

Research tends to indicate that parenting in the 1980s is both demanding and challenging (Balter 1983; Bell 1976; Brim 1965; Dangel and Polster 1984b; Larsen 1982; Otto 1983; Rowen, Byrne, and Winter 1980; Stokes 1968; Swick 1972; White and Watts 1973; Winter 1985).

This is particularly so because changing socio-economic and demographic conditions have influenced family size and mobility. As a result the smaller, more mobile family of the twentieth century lacks the support, knowledge, and experience afforded by the traditional extended family situation.

Many groups and individuals have advocated the need for additional support and resources to aid parents in their difficult role (Adams 1980; Brim 1965; Clarke-Stewart 1978; Dembinski and Mauser 1977; Seely 1958; World Health Organization 1977). Parent education has been suggested as a possible type of support to parents (Anselmo 1978; Bell 1975; Bruinsma 1978; Cave 1970; Christenberry and Wirtz 1977; Department of Health Education and Welfare cited in Honig 1979; Flippo and Branch 1985; Kerckhoff 1977; Koller and Ritchie 1978; Lane 1975; Morrison 1978; O'Connell 1975;

Tanner and Tanner 1971; White House Conference on Children and Health Protection 1932; Williams 1982; Winter 1985; Yawkey 1982). This kind of support is especially important since research demonstrates the positive effects which parents can have on children's development in a number of specific areas during the crucial early years, as well as effects on later achievement.

It is important, then, to establish in a valid way that a need for such programs exists in this province, based on the opinion of a broad population base. Once need has been established, it follows that a program must be developed which responds to that expressed need. Therefore, the researcher decided that the study must be twofold in purpose:

1. To assess the need for an in-service program for parents of pre-kindergarten children in the province of Newfoundland and Labrador.
2. To develop an in-service program for parents of pre-kindergarten children in the province of Newfoundland and Labrador.

Sub-Problems

The problems, as previously stated, have been investigated through the following specific research questions. They will investigate seven main areas related to the dual purpose of the study. They are: (1) School District Policy Regarding Parent Education; (2) Current

Parent Involvement; (3) Socio-Economic Characteristics of Parents; (4) Parental Awareness; (5) Parent Effectiveness in Fostering Pre-Kindergarten Readiness; (6) Current Parent Education Programs and Techniques; (7) Proposed Parent Education Program.

School District Policy Regarding Parent Education

1. What are the policies and programs of school districts in the province with regard to parent involvement and parent education?

Current Parent Involvement

2. What is the extent of Parent-Teacher Associations and other parent-teacher groups in the province?
3. What are the aims and objectives of parent-teacher groups in the province?
4. What parental involvement activities are currently characteristic of the schools in the province?

Socio-Economic Characteristics of Parents

5. What are the educational, economic, and occupational characteristics of the parent population served by the teachers involved in the study?

Parental Awareness

6. What has been kindergarten teachers' experience regarding parental awareness of:
 - (a) kindergarten goals and objectives?
 - (b) kindergarten program and curriculum?
 - (c) early childhood developmental levels?
 - (d) appropriate early childhood experiences?
 - (e) ways of aiding pre-kindergarten children's development at home?

(f) resources available to parents to aid in parenting?

(g) the importance of good home and school communications?

Parent Effectiveness in Fostering Pre-Kindergarten Readiness

7. What are the attitudes of kindergarten teachers in the province with regard to parents' effectiveness as teachers of their pre-kindergarten children?
8. What have been the observations of kindergarten teachers in the province with regard to parent involvement in fostering pre-kindergarten readiness?
9. What are the perceptions of teachers with regard to parents being helped to improve their competence as parents and teachers of their own pre-kindergarten children?

Current Parent Education Programs and Techniques

10. What is the current level of provision of parent education techniques and programs by teachers in the province for parents of pre-kindergarten children?
11. What has been the past experience of kindergarten teachers in the province with regard to their utilization of parent education programs and/or specific educational techniques with:
 - (a) parents of pre-kindergarten children?
 - (b) parents of children of other ages?
12. What is the origin of initiation of current parent education techniques and programs in the province?
13. What are the characteristics of the parent education programs and techniques offered to parents by kindergarten teachers in the province?
14. What is the level of response by parents to the current parent education programs and techniques utilized by kindergarten teachers in the province?
15. What are the formal and informal observations of kindergarten teachers in the province as to the

results of their parent programs on:

- (a) parents?
- (b) children?
- (c) interpersonal relationships with parents?

Proposed Parent Education Program

16. What is the current level of concern of kindergarten teachers in the province for increased parent education and involvement in relation to the total kindergarten program and school situation?
17. What are the opinions of kindergarten teachers as to an in-service session (workshop) being an effective means of helping parents improve their ability to teach their own pre-kindergarten children?
18. What are the perceptions of kindergarten teachers with regard to the usefulness of knowing how to conduct in-service with parents of pre-kindergarten children?
19. What are the feelings of kindergarten teachers in the province regarding the perceived value and effect of the development and implementation of a parent in-service program?
20. What are kindergarten teachers' opinions regarding the usefulness of a teachers' handbook in outlining the process for implementing the proposed in-service program?
21. What are kindergarten teachers' opinions concerning the reasons for the handbook's usefulness?
22. What are the perceptions of kindergarten teachers in the province as to the expected level of parental involvement in the proposed in-service program?
23. What are the opinions of kindergarten teachers as to the reasons for the lack of participation by some parents in the proposed program?
24. What are the feelings of kindergarten teachers as to the attitude of school administrators to the provision of parent in-service programs by kindergarten teachers?

25. What are the perceptions of kindergarten teachers regarding the reasons school administrators would not support such a program?
26. What are the opinions of kindergarten teachers regarding the most effective and least effective techniques and approaches to be utilized in the proposed in-service program?
27. What are the recommendations of kindergarten teachers in the province regarding the areas of content which they feel should be included in an in-service program for parents of pre-kindergarten children?
28. What have been the reasons for lack of response by parents to kindergarten teachers' attempts to utilize parent education techniques and programs?
29. What were the problems encountered by kindergarten teachers in their attempts to provide parents with an education program?
30. What are the opinions of kindergarten teachers in the province regarding the appropriate timing of the proposed parent in-service program?
31. What are the reactions of kindergarten teachers in the province to critiquing and/or piloting the proposed in-service program?
32. What are the additional areas of concern of kindergarten teachers in the province regarding the kindergarten program?

Significance of the Study

Research in the areas of intelligence, personality, language, reading, and achievement clearly demonstrates parental influence on many aspects of child development as well as academic attainment. Similarly, research recognizes that certain modes or styles of parent-child interaction are more productive than others. Additionally, the evaluation of preschool intervention studies designed to counteract the effects of disadvantage indicates that the

positive effects of some programs tend to "wash out" or dissipate unless the family is actively involved in intervention procedures (Bronfenbrenner 1974a, 1976; Murphy 1982).

Thus, it is important that, firstly, the parents of every child become aware of the positive or negative consequences of their actions throughout the course of child-rearing, so that they can maximize the extent of their influence on each child's potential. Secondly, and equally important, is the fact that early childhood programs designed to compensate and educate need a parent involvement component if they are to have lasting positive effects (Bronfenbrenner 1974a, 1976).

Over the past twenty years, hundreds of programs have been developed in the United States and Great Britain to aid, support, involve, and educate parents.

Becher, in an article entitled "Parent Education" for the Encyclopedia of Educational Research, listed some fourteen different types of programs, with many variations in each category. Programs ranged from "helping parents of children with special needs" to "educating parents about education and to teach parents to become involved in the schools and to assume leadership roles regarding educational decision-making" (Encyclopedia of Educational Research 1982:1380).

Abidin contains descriptions of a wide range of programs designed for parents of the aggressive child, the

hyperactive child, the learning disabled child, the abused and neglected child, the foster child, the preschool child, and so on (Abidin 1980).

Similarly, Fine refers to parent education programs based on psychological theories and approaches, such as Haim Ginott's group guidance, Gordon's "Parent Effectiveness Training," and Sirridge's suggested use of transactional analysis, to name just a few (Fine 1980).

Similar works have indicated a wide range of programs and techniques to involve and educate parents (Brim 1965; Cyster, Clift, and Battle 1979; Honig 1979; Lane 1975; Pickett 1983; Tizard, Mortimore, and Burchell 1981).

As well, extensive bibliographies concerning parent involvement and parent education have been prepared by a number of researchers, indicating a broad range of programming (Brown 1972; Canadian Teachers' Federation 1971; Henniger 1979; Howard 1972; Kremer 1971; National Day Care Information Center 1975).

It is not surprising, then, that Lane and Beal, in an article for the Encyclopedia of Education, would remark that "The United States seems to be in the midst of a revolution in its attitude toward the role of parent in educating the young child" (Encyclopedia of Education 1971:156).

Unfortunately, the same cannot be said for Canada, and in particular the province of Newfoundland and Labrador. For although there is interest and support for the concept

of parent education, few programs actually exist. Ryan states:

In contrast to the national concern for early childhood education in the United States, intervention programs and intervention research in Canada leave much to be desired. (Ryan 1971:4).

Similarly, Wrigley indicates a "paucity" of research in the province of Newfoundland and Labrador and suggests that "parents need to be shown how to use the time they spend with their children at home in profitable ways" (Wrigley 1978:62).

Although perhaps deficient in terms of programming for parent education, a growing body of knowledge related to parenting, to the provision of parent education, and to the effects of parent involvement has begun to accumulate. Currently, twenty-two studies related to parent-teacher communication (Bromley 1972; Grace 1972), parent attitude and environment processes and variables (Davis 1978; Day 1975; Duggan 1975; Duncan 1973; Jones 1972; Moss 1973; Noel 1970; Punjari 1980; Roe 1971; Sheppard 1980; Tilley 1975; White 1984; Wiseman 1982), and parents as teachers or significant others (Hines 1981; Marsh 1983; Pickett 1983; Smith 1979; Vincent 1982; Wareham 1977; Wrigley 1978) have been completed.

While a number of these studies (Hines 1981; Marsh 1983; Pickett 1983; Smith 1979; Vincent 1982; Wareham 1977; Wrigley 1978) attempt to educate parents in a variety of ways (i.e., through home visiting, group discussion,

booklets) for a variety of purposes (i.e., to provide language stimulation to kindergarten children, behavior therapy for obese adolescents, information on dealing with asthmatic children), none of the studies deal specifically with programs to involve and educate the parents of pre-kindergarten children.

Nevertheless, there seems to be a growing concern in the province for increased emphasis on the parent-child relationship, as well as the provision of programs to support and educate parents. In fact, Bromley (1972), Grace (1972), Punjari (1980), and Wrigley (1978) recommend additional study in this regard.

In addition to the findings and recommendations of researchers, a number of individuals and groups in the province support the notion of increased parent involvement in the schools and the provision of parent education services (Ad Hoc Committee on Family Life and Sex Education 1982; Avalon Administrator 1983; Buffett 1978; Case *et al.* 1985; Committee to Study School Retention 1984; Community Services Council and Canada Employment and Immigration 1985; Crocker and Riggs 1979; Department of Education 1960; Division of Curriculum and Instruction 1967; Duncan 1973; Early Childhood Development Association 1977, 1979; Eden 1983; Hines 1981; Kelly-Freake 1982; Kennedy 1981; Ministerial Advisory Committee on Early Childhood and Family Education 1983; Newfoundland Teachers' Association

Communications Committee 1979; Newfoundland Teachers' Association Committee on Early Childhood and Family Education 1984; Newfoundland Teachers' Association Curriculum Sub-Committee 1980; Newfoundland Teachers' Association Policy Handbook 1983; Noel 1970; Primary Teachers' Council 1981; Provincial Kindergarten Committee 1981; Punjari 1980; Smith 1979; Steer 1981; Taylor 1975; The Dr. Charles A. Janeway Child Health Center 1983; Vincent 1982; Wareham 1977; Working Committee for the Development and In-Service of the Preschool Parent Resource Package 1985; Working Group to Establish Guidelines for Early Childhood Centers in the Province 1985; Verge 1981).

Rennie Gaulton reiterates the importance of parent involvement as well as increased home and school cooperation. While president of the Newfoundland and Labrador Home and School Parent-Teachers' Federation, in an address to Rotary, he stated: ". . . parents are their children's first educators and should continue to play a role in the education of their children after they go to school." He continued by saying that "the lack of parent involvement is a serious problem," and "it is unfortunate that due to a number of factors parents believe that education is the responsibility of the teacher, others fear teacher authority, or because of their own lack of education may not place a high value on education." He felt that it is "necessary for parents and teachers to work together" (Daily News,

16 November 1983, p. 22).

When one examines the meager resources which exist in the province to aid in in-servicing parents, a need for additional information and materials is clearly evident, in particular material relating to the in-servicing of pre-kindergarten parents.

Currently these services are available in the province:

1. A parenting program at Daybreak Child Center; a teaching homemaker program which allows twenty mature women to go into homes and help with household duties and childrearing; a parent education program for adoptive parents (all of which are provided under the auspices of Social Services) (Hoyle 1985).
2. Resource material, resource personnel concerned with various aspects of health, maternal, and child care, safety, nutrition, and mental health (provided by the Promotion and Nutrition Division of the Department of Health) (Maher 1985).
3. Home visiting and prenatal classes for pregnant females and spouses; a pilot parenting program dealing with child development, nutrition, etc., called Nobody's Perfect (provided by the Public Health Nursing Division) (Lawlor 1985).
4. A kit on child abuse (available from the Newfoundland and Labrador Federation of Home and School Parent-Teacher Associations) (Evening Telegram, 19 May 1984, p. 19).
5. A home-centered video-taped counseling program for the education of parents of pre-school hearing impaired children (MUN News, 26 February 1979, pp. 1-4).
6. Family Life programs, such as Talk With Me Series (K-6), an optional course offered only in the Integrated Education system. This program has no parent component. The Benzinger Family Life Program, Grades 1-8, which has a substantial parent involvement component, as well as Grade 9 program Reverence for Life/Family with substantial parent component offered, are in Roman Catholic schools

(Ad Hoc Committee on Family Life and Sex Education 1982).

7. A parent's handbook (The Dr. Charles A. Janeway Child Health Centre n.d.).
8. A preschool parent resource package (Committee for the Development and In-Service of Preschool Parent Resource Package 1985); a program highlighting the effects of pupil absenteeism (Evening Telegram, 13 August 1982, p. 4); Family Living 2200, an optional course of the reorganized high school program (Ad Hoc Committee on Family Life and Sex Education 1982). All of these programs are provided under the auspices of the Department of Education.
9. A kit on school-community relations; a handbook entitled Teacher Image: A Handbook on Community Involvement; a series of pamphlets entitled "Child's Play Is Serious," "Parents Are Teachers Too," and "Those First School Days," all of which are provided by the Newfoundland Teachers' Association (Handrigan 1985).

It would seem that the tremendous range and diversity of programming that has been developed in the United States and elsewhere has not greatly influenced the Newfoundland scene, even though as early as 1967 the Department of Education advocated such programs in A Kindergarten Handbook: A Guide for Teachers, Parents, and Others (Division of Curriculum and Instruction 1967).

Thus, it would seem significant that access to a portion of the wide range of programs available elsewhere needs to be provided to parents and teachers in the province.

Whereas in the past three years the kindergarten program has undergone extensive revision, it seems crucial to its successful implementation that parents understand the rationale, goals, objectives, and content of the

program. This point is supported by Gunn, who states, "... parents should understand the reasons for revision of courses . . . concepts . . . objectives . . . methods of instruction" (Gunn 1957:33). Widmer concurs by suggesting: "If parents do not know the reason for the experiences the child is having in kindergarten they cannot be effective allies and partners in the education of their young" (Widmer 1963:7). Similarly, Congreve writes:

Innovations are doomed to slow acceptance or rejection if parents and community are not somehow involved in the early stages.

Before initiating the child, the school should describe the innovation as fully as it can to parents of the child to be involved. (Congreve 1968:254).

A study done in Newfoundland by Grace makes a similar recommendation, for he states: ". . . changes should be well planned and explained to parents, otherwise benefits of innovation may fail to succeed due to lack of parental support and understanding" (Grace 1972:107).

Parent awareness of the new kindergarten program is particularly important because the program is quite a departure from the kinds of academically-oriented kindergarten programs the province had in the past. The emphasis on learning through play could very easily be misinterpreted by parents, who for the most part are fairly removed from the educational scene.

Weininger states:

Play is often misunderstood entirely. It is looked upon as just pleasurable activity for a child when he is not actively learning, or is regarded merely as a reward for a job well done. But play is far from being as simple

as it is frequently judged, as unimportant as it looks. It is the child's major way of learning, a leading activity that determines a youngster's development (Weininger 1979:8).

He goes on to say that "Play seems to be interpreted by some parents as 'doing nothing'" (Weininger 1979:11). The term "play" in the minds of many adults carries a connotation of diversion. Some agree that play has value but often feel that when children get to school they should not be wasting time playing.

Yonemura supports this interpretation, for she writes:

The educator who is committed to supporting the rights of young children to learn through play or activity has a very difficult task. Many parents feel much happier seeing a child sitting "listening" to the teacher or chanting the alphabet than they are watching him delicately balancing a Roman arch over two uprights in the block corner. They are skeptical that learning of a profoundly intellectual kind is more likely to occur in the latter activity than in the former. (Yonemura 1971:59).

The Plowden Report summarizes the importance of informing parents;

Few other social institutions have changed their attitude and techniques as quickly and as fundamentally as the primary school. Sometimes there has been little short of a revolution, since parents were at schools themselves. They may hear about these changes in a garbled way from other parents or perhaps from the mass media, before they learn about them from school. The school should explain them so that parents can take an informed interest in what their children are doing. Parents will not understand unless they are told. (Plowden Report cited in McGeeney 1980:42).

This present study is also significant in that it is the first of its kind to sample a large group of kindergarten teachers to develop content which they can utilize in a parent in-service program. There currently exists a

Pre-School Parent Resource Package (Working Committee

Responsible for the Development and In-Service of the Pre-school Parent Resource Package 1985) in the province; however, it is the only major resource provided to kindergarten teachers by the Department of Education and is the curriculum specified for conducting in-service sessions with parents. The program is an excellent resource; however, it taps an extremely small number of the diverse materials and resources available for educating parents.

It is significant to note that the Preschool Parent Resource Package was developed without the input of a large sample of kindergarten teachers in the province, as its content was developed by a small committee of educators. It is, therefore, an innovation to which the users (i.e., kindergarten teachers) have had minimal input. This is of particular importance in light of:

. . . studies of the diffusion of innovation which indicate that considerable resistance may be encountered when radically new innovations are imposed from above by a decision-making unit who occupies a superordinate power position related to the adopting unit. . . . while the rate of adoption in such cases is necessarily rapid, proper understanding and acceptance of the innovation may be minimal, especially if the degree of participation in the decision-making process is limited. (Rogers and Shoemaker 1971:40).

Similarly:

Typically, educational authorities rely upon an organized structure which contains an authoritarian decision-making process. This in effect gives teachers little opportunity to be anything other than powerless functionaries. (Hill and Marsh 1979:32-44).

Johanson suggests that individual teacher's participation in curriculum development increases the

likelihood of implementation (Johanson 1965). Ludlow (1975) and Marsh and Carter (1980) drew similar conclusions.

Definition of Terms

For the purpose of this study, the following operational definitions will apply:

Critiquing refers to the process of evaluation of the content of the parent in-service program.

District Superintendent refers to personnel hired by the Department of Education whose responsibility is the administration of an entire school district.

Disadvantage refers to a child who because of social or cultural characteristics comes to the school system with knowledge, skills, and attitudes which impede learning and contribute to a cumulative academic deficit that may persist later in life (Passow 1970:16).

Early childhood education refers to the program and curriculum for children in nursery school, kindergarten, and/or the primary grades 1-3 (Good 1973:200).

Early intervention refer to efforts to provide compensatory education to disadvantaged children at an early age (Hawes and Hawes 1982:22).

Handbook refers to the manual which describes the content and procedure of the parent in-service program.

Home help refers to the variety (kind), quality (value), and quantity (amount) of interaction of parents

with their pre-kindergarten children in learning-related activities.

Home visits refers to visits by teachers to homes of parents of their students for the purposes of discussion, observation, teaching, or demonstration.

In-service program refers to the series of activities, techniques, and information to which parents are exposed by a teacher in a learning situation.

Kindergarten program refers to the program of studies as approved by the Department of Education for use in kindergarten in Newfoundland schools.

Kindergarten teacher refers to "personnel employed by school boards (part-time or full-time) to teach pupils enrolled for their first year of public schooling" (Sharp 1976:5).

Parent refers to individuals who are the legal guardians of children in their care and "who are responsible for providing children with basic care, direction, support, protection and guidance" (Morrison 1978:28).

Parent awareness refers to the knowledge parents possess related to the functions of parenting.

Parent education program refers to activities, techniques, and information specifically designed to aid parents in their role as caretakers and teachers of their children. The program, as Good states, is "a plan of procedure" (Good 1959:416).

Parent economic status refers to the level of employment and/or receipt of social welfare assistance of parents (Cyster, Clift, and Battle 1979).

Parent educational status refers to levels of educational attainment of parents: specifically, uneducated (primary level only); moderately educated (elementary level only); educated (high school completion); and well educated (university or technical college attendance) (Cyster, Clift, and Battle 1979).

Parenting refers to the "process of developing and utilizing knowledge and skills appropriate to planning for, creating, giving birth to, rearing, and/or providing care for offspring" (Morrison 1978:23).

Parent involvement refers to parent participation in a broad range of school-related activities which may be characterized as "educational" and "participatory" (Smith 1980): specifically,

. . . parents as supporters (service givers, facilitators, clerical, custodial, maintenance, fund-raising); parents as learners (parent education courses, observation of children); parents as teachers of their own children (taking home toys and books for use with children); parents as teacher aids and volunteers in the classroom (preparing materials, reading stories, working with children); parents as policy-makers and partners (policy makers, advisory board members). . . . Gordon 1969a).

Parent resource refers to any information source or support service which can aid parents in accomplishing the task of childrearing effectively.

Parent occupational status refers to the employment categories of parents. Specifically, the categories are: largely non-professional and unskilled; mainly skilled or semi-skilled; professional/managerial (Cyster, Clift, and Battle 1979).

Parent visitation refers to scheduled meetings by teachers to discuss pupil progress, commonly referred to as Parents' Night or Open House.

Parent volunteer refers to a person who comes into the school for the purpose of assisting in instruction and general running of the school.

Piloting refers to the initial demonstration of a parent in-service program for evaluative and refinement purposes.

Pre-kindergarten children refers to children who have not reached the age of legal entry into the school system.

Readiness refers to the ability to perform certain tasks based on the level of development of particular abilities or body functions and previous learning.

Sample refers to the total population to which a specific survey has been mailed. In the study, there were two sample populations, which were comprised of (1) District Superintendents and (2) kindergarten teachers.

School size refers to the categorization of schools on the basis of student population: specifically, small school (0-50 students); medium-sized school (51-150 students); and large school (over 150 students).

School-community relations refers to the process of communication between the school and community (Kindred, Bagin, and Gallagher 1976:7).

School-related activities refers to a broad range of activities and projects initiated by the school to inform and involve parents, such as parent visitations, school newsletters, home visits, parent handbooks, and parent resource centers.

Survey population refers to the total population from which responses have been received to specific requests for information. In the study, there are two survey populations, which are comprised of (1) District Superintendents and (2) kindergarten teachers.

Delimitations

1. Although various aspects of parental involvement have been investigated, the major focus of this study has been concerned with parent education.

2. The components of the parent in-service program were those identified in the questionnaire survey (i.e., needs assessment) and those verified by an extensive review of the literature.

3. The questionnaire was administered only to teachers currently teaching kindergarten in the province of Newfoundland and Labrador. A further delimitation was the restriction of the survey to one response per school in each of thirty-four school districts in the province of

Newfoundland and Labrador. Thus, the survey data will reflect the particular opinions, perceptions, and reactions of these teachers with respect to the development of an in-service program for parents of pre-kindergarten children.

Limitations

1. The accuracy and validity of the information obtained are dependent upon the ability and willingness of the respondents to complete the questionnaire truthfully.

2. The study is limited by the appropriateness of the research methodology adopted, specifically:

- (a) the lack of complete randomization of the sample in relation to generalizability of the findings of the survey.
- (b) the amount of time specified for the completion of the survey.
- (c) the manner of retrieval of the survey data from respondents.
- (d) the nature and length of the survey.
- (e) the survey mortality or loss of individuals' comments.

Summary

Children are helpless to control the prosperity of their parents, the stability of the parental relationship, the quality of their own education, the programs of the media, the effects of the child welfare system or adequate health care they receive. But any of these can radically transform a child's life whether for good or bad. (Emberley 1978:6).

Children are dependent upon adults for many of the needs they have. It is incumbent upon parents and teachers to develop a partnership which provides the kind of nurturing

experiences appropriate to each child. Kroth infers the importance of teacher initiative in this regard:

The education of children is a full time job. To neglect the home environment and the influence of parents is unprofitable. The assumption that parents do not care is unwarranted. (Kroth 1972:9).

Additionally, Kroth comments that "Parents have a right to know what the teacher knows about their child" (Kroth 1972:9).

Thus, it would seem that teachers have an obligation to share the knowledge that has been gained from research, education, and experience to aid parents in their quest for excellence in the care which they provide their children, particularly since "Teachers do receive extensive training in child development and are exposed to a variety of methods to help children acquire knowledge" (Evans and Bass 1982:33). As Bond suggests, "Teachers have a natural advantage" (Bond 1973:4).

Ginott supports this idea and states that:

. . . advances in our own understanding of child development and child rearing techniques can and should be shared with the public, rather than remain the exclusive province of the "expert" professional.
(Ginott cited in Orgel 1980:76).

Conant further reiterates the role of teachers and the schools:

Schools must take steps to involve parents more deeply in an educational partnership. If schools do not acknowledge this responsibility in their role as the formal educational agents of society, they will find themselves reacting rather than acting--and not always constructively--to the demands of parents for more information, more involvement, and more control of

school policies and practices. The schools will also find they are the poorer for having missed out on a productive liaison with parents--who seem on the way to being acknowledged as an equally great educational force in the lives of children. (Conant 1971:114).

Milburn suggests a more reciprocal nature to the parent-teacher relationship, as well as the supportive role which parents can play in the home in relation to the school program:

. . . the problem of unclear boundaries as to how precisely the teacher, as opposed to the parents, should educate is most difficult to solve. Although parents are emotionally close to their child, both they and their child's teacher perform similar early childhood education functions. Care, guidance, social and emotional development, telling stories, encouraging the rudimentary first steps of learning--all are carried out by both parent and teacher. Granted because they cannot really be mother (or father) substitute, teachers often develop a level of detached concern. They need to know and know in a rational, impartial manner what should be done in schools, when and why. Their hours, however, are limited, thoroughly exhausting and crowded; those of parents are without end. Assuredly, the educational relationship is essentially complementary. (Milburn 1982:68).

Hodgden et al. underscore the importance of a cooperative effort:

. . . if the teacher is to help children develop as far and as fast as they can, she needs to make the most effective use of the home as possible. Looking at it from the parents' point of view, of course, they should be seeking at the same time to make the most effective use of the school. Putting these two together we see the education of the child ideally as a cooperative venture between parents and the school in which each can help the other. (Hodgden et al. 1974:421).

The California State Department of Education suggests that the need to strengthen and support the family is greater than ever before, especially during the early years

of children's development. For contingent upon the positive growth and development of competence in children is the provision of an appropriately stimulating environment in these early years (California State Department of Education 1972).

Thus, as research demonstrates that parents influence aspects of child development, that parents have a greater need today for support in carrying out the tasks of child-rearing, and that the school needs to play a greater role in aiding, involving, and educating parents, the method and procedures for facilitating such interaction need to be determined, to bring to fruition the common goals which parents and teachers have for children. This seems particularly important, since Sayler suggests that the "general character of home and school communication efforts (i.e., school bulletins, PTA, brochures) do not promote the kind of parent involvement necessary" (Sayler 1971:8).

It stands to reason that all parents and teachers wish the best for children. But wishing alone is not enough when it comes to upbringing. (Press Office of the USSR Embassy 1985:15).

Chapter Two of this study will attempt to describe the factors and influences which gave rise to the development of parent education, the kinds of programs which evolved, the effectiveness of such programs, the necessity of parent education, the Newfoundland perspective, and considerations which should be made in terms of the form and content of an appropriate program.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In assessing the need for an educational innovation such as the proposed parent in-service program, and in determining the content and format of such a program for the province of Newfoundland and Labrador, there must ultimately be a comparison of the programming which currently exists in the province with the programming which can or should exist. Vital to such a comparison is information regarding the reasons for the emergence of parent education programs, the type of programs which have evolved, and the extent of the effectiveness of such programs.

Chapter Two attempts to provide the requisite information essential to the determination of need, content, and format. It has been divided into five major sections: (1) The Historical Context of Parent Education; (2) The Nature, Scope, Range, and Effectiveness of Parent Education Programs and Techniques; (3) The Need for Parent Education; (4) Parent Education and Involvement: The Newfoundland Perspective; (5) Designing a Parent Education Program: Considerations Regarding Content and Form.

A summary concluding the chapter will synthesize and evaluate the findings.

The Historical Context of Parent Education

An Overview

"Parent education as a phenomena is very old" (Croake and Glover 1977:151). See also Anderson and Shane 1972; Beekman 1977; Bijou 1984; Boggs 1981; Brim 1965; Chilman and Kraft 1963; Encyclopedia of Education 1971; Encyclopedia of Educational Research 1982; Enix 1981; Gonder 1977; Goodson and Hess 1976; Johnston 1982; Karnes and Lee 1978; Levant and Doyle 1983; Smethurst 1975; Wrigley 1978.

Indeed, informal methods of parent education have probably always existed within the context of the family and the larger socio-cultural milieu, the community. It would seem likely that individuals were trained for or learned about their future roles as parents through observation and imitation of others carrying out the role and from the practical experience gained in caring for younger members of the extended family. The nature of the behavior observed and the advice received were most certainly affected by the socio-economic, religious, and political climate pervasive at the time. Enix concurs and adds additional variables. She states:

Parent education is not a new phenomena in American society. There have always been particular expectations about how parents should bring up their children to conform to the mores of the time. These especially have often varied with socio-economic strata, with the

stress of current events, and with previous professional wisdom. (Enix 1981:1).

Thus, as Enzer suggests:

Throughout history there have been remarkable alternations in mankind's views of childhood and concerns for children. (Enzer 1975:14).

Strickland further elaborates by stating:

Americans have exhibited a bewildering variety of attitudes toward children. Throughout our history adults have treated children with indifference or with professional concern, with brutality or with fond indulgence, with strictness or with utmost latitude. (Encyclopedia of Education 1971:77).

The contrast is more clearly exhibited through a comparison of the writings in the 1800s of Butt and Spring with those of Spock in the twentieth century. Butt writes:

All children are by nature evil and while they have none but the natural evil principles to guide them, pious and prudent parents must check their naughty passions in any way that they have in their power, and force them into decent and proper behaviour. (Butt cited in Mencken 1966:169). (Italics mine.)

Spring presents a similar viewpoint:

All children have wicked hearts when they are born: and that makes them so wicked when they grow up into life. Even little infants, that appear so innocent and pretty, are God's little enemies at heart. (Spring cited in Mencken 1966:169). (Italics mine.)

In contrast, however, Spock, a twentieth-century writer of popular child-care manuals, suggests an entirely different perspective.

Enjoy your baby. . . . He isn't a schemer. He needs loving. You'd think from all you hear about babies demanding attention that they come into the world determined to get their parents and their way by hook or by crook. This is not true at all. Your baby is born to be a responsive, friendly human being. If you treat him nicely, he won't take advantage of you.

Don't be afraid to love him or respond to his needs.
(Spock 1946:18-19). (Italics mine.)

Thus, it would seem, as the concept of childhood evolved, gradual changes in the patterns of childrearing and parenting unfolded. Koller and Ritchie allude to such changes. They state:

There have been changes, of course, and these have evolved slowly, laboriously, almost imperceptibly throughout human history. One such change would be the increasing value placed upon children. Far back in the past, children were not particularly esteemed or accorded special attention; little was required of them other than general service and obedience to their elders. Children were to be subdued, subordinate, and servile. The dominant themes expressed by the "speak-when-spoken-to" and the "be-seen-but-not-heard" precepts for yesterday's child come to mind, as well as the exploitation of children in mines or factories.

It would take many years before a turnabout could occur, but eventually child labor laws were made part of the legal codes. Children were to attend school to prepare themselves for adult roles. The extrinsic value of children for what they could produce was gradually abandoned in favor of the intrinsic value of children for what they are. (Koller and Ritchie 1978:6). (Italics mine.)

Miller and Swanson further summarize the changes which have occurred:

Our history of change in American child rearing began with the decline of practices which broke the youngster's will. It appears that such practices were almost extinct by the time of the Civil War. Then, beginning early in the last century, there occurred the struggle against parental domination of their children's lives. The child was to have a life of his own; his parents could not live it for him. When this campaign was won by the reform movement at the turn of the century, it was followed by vigorous new measures to teach the child to be self-sufficient and independent; to adapt skillfully to the new demands of a shifting society. Finally, and especially since the end of the Second World War, we saw the growth of yet another change. We have summarized its spirit in the slogans, "Do what seems natural in training your child" and "Be sure the

child is ready before you urge him to acquire new skills." (Miller and Swanson 1958:27).

"Parent education is a complex field with a long history" (Levant and Doyle 1983:30), and thus to more fully understand the nature of parent education today, a closer examination of the past to determine the factors and influences which have affected the course of its development is necessary (Brim 1959).

Factors and Influences Affecting the Evolution of Parent Education: A Chronological Framework

De Mause suggests that parent-child relations and childrearing modes show a gradual evolution through six periods or stages of history spanning antiquity to the twentieth century. The periods include: (1) The Infanticidal Mode from antiquity to the fourth century A.D.; (2) The Abandonment Mode from the fourth to the thirteenth century A.D.; (3) The Ambivalent Mode from the fourteenth to the seventeenth century; (4) The Intrusive Mode in the eighteenth century; (5) The Socialization Mode from the nineteenth to the mid-twentieth century; and (6) The Helping Mode beginning in the mid-twentieth century (De Mause 1974a: 51-53).

Although De Mause suggests that it is difficult to "periodize modes of child rearing," as there are family, class, and area differences (De Mause 1974a:51), the divisions represent a useful method for categorizing and describing the pervasive attitudes and influences of

distinct historical periods. Thus, in examining the factors and influences affecting the evolution of parent education, a modified version of the periods as described by De Mause will provide the chronological framework.

Antiquity to the Thirteenth Century A.D.:
Infanticide and Abandonment

De Mause suggests that "the further back in history one goes, the lower the level of child care, and the more likely children are to be killed, abandoned, beaten, terrorized, and sexually abused" (De Mause 1974a:1). This type of horrific treatment of children was very much characteristic of the period spanning antiquity to the thirteenth century A.D.

Infanticide was a common practice during the first half of the period, for De Mause states that "parents routinely resolved their anxieties about taking care of children by killing them . . ." (De Mause 1974a:51).

Children were thrown into rivers, flung into dung-heaps and cess trenches, "potted" in jars to starve to death, and exposed on every hill and roadside, "a prey for birds, food for wild beasts to rend." (De Mause 1974a:25).

Such practices appeared to be widely accepted and acknowledged. De Mause quotes Seneca:

Mad dogs we knock on the head; the fierce and savage ox we slay; sickly sheep we put to the knife to keep them from infecting the flock; unnatural progeny we destroy; we drown even children who at birth are weakly and abnormal. Yet it is not anger, but reason that separates the harmful from the sound. (Seneca cited in De Mause 1974a:27).

Indeed, such practices seem to have continued unchecked until the fourth century, as "neither law nor public opinion prevented them" (De Mause 1974a:26).

Life for children who managed to survive infancy was filled with brutality, violence, and neglect. De Mause suggests "urges to mutilate, burn, freeze, drown, shake, and throw" the child violently about were in evidence (De Mause 1974a:31). Beating children was also a widely accepted practice.

Beating instruments included whips of all kinds, including cat-o'-nine-tails, shovels, canes, iron and wooden rods, bundles of sticks, the discipline (a whip made of small chains) . . . (De Mause 1974a:41).

De Mause's review of over two hundred statements of advice on childrearing prior to the eighteenth century led him to conclude that "most approved of beating children severely," and of the seventy children whose lives he examined all were beaten with the exception of one (De Mause 1974a:40).

Additionally, children were sealed into walls, terrorized by stories of demons and ghosts, and sexually abused (De Mause 1974a).

Abandonment was characteristic of the second half of the period, and children were sold as slaves, given away as political hostages, or sent to live with other families for a variety of reasons. Clearly, even the practice of swaddling infants seems to mirror the sense of detachment parents had for their children, for De Mause describes it

as an enormous convenience to adults, since they "rarely had to pay attention to infants once they were tied up" (De Mause 1974a:37).

Lyman suggests that a bright spot in this period were the writings of Augustine, which reflected greater concern for and understanding of children's needs and a perception of the role of mother as nurturer (Lyman 1974).

Toward the end of the period, McLaughlin states that "infant and maternal mortality continued" as did "the neglect, exploitation and abandonment of children." She suggests, however, that a number of distinct changes were beginning to emerge. Violent, neglectful, and abusive practices "were more widely and consciously opposed, and efforts at control or suppression, however immeasurable their effect" demonstrated "the awakening consciences and sensibilities of the time." Although the child was seen as the "possession and property of its parents," "a sense of the child as a being in its own right" began to take form. In essence, a "sense of childhood as a distinctive and formative stage of life" was slowly beginning to emerge (McLaughlin 1974:140).

Fourteenth to the Seventeenth Century: Ambivalence

Although a new awareness of the child was beginning its evolution toward the end of the thirteenth century, the period which followed still retained many of the

characteristics of times past: violence, brutality, infanticide, and abandonment. The juxtaposition of the Renaissance and Reformation with traditional points of view caused the period to be characterized, to a large degree, by feelings of ambivalence and ambiguity toward children. Tucker suggests that confusion existed as to whether children should be viewed as "good or evil" and whether or not they should be "included or excluded from adult society" (Tucker 1974:231).

Evidence of ambivalence toward children and childhood is contained in the writings of Dominici (1356-1420), a Dominican friar, who gave advice regarding the daily care and moral training of children (Ross 1974).

On the one hand, Dominici advised, "Do not forbid them [children] to play games. Growing nature makes the child run and jump . . . , " which demonstrated an understanding of the child's need for play and activity; however, on the other hand, he saw no use in toys, believing they only "accustomed the child to vanity" (Dominici cited in Ross 1974:203).

As well, traditional approaches were evident in his ideas for hardening children and preparing them for adversity. This is especially so in his attitudes toward discipline. Dominici suggested:

Because of the need to hold in check this age inclined to evil and not to good, often take occasion to discipline the little children, but not severely. Frequent yet not severe whippings do them good. . . .

Double the punishment if they deny or excuse their fault or if they do not submit to punishment. . . . And this should continue not only while they are three, four, or five years old but as long as they have need of it up to the age of twenty-five. (Dominici cited in Ross 1974:214).

The influence of the Renaissance caused some (e.g., Jesuit educators) to view the child as "innocent" and to suggest that children represented "a special class of human beings needing separation and protection" (Hart 1982:3). As well, there emerged a greater interest in education (Anderson and Shane 1972), and it was during this time that Comenius (1592-1670) described his sequence of four schools. It is significant to note that the first school was that of the "mother's knee" or the home. Comenius also produced the first handbook on the education and the rearing of children for "Godly Christians, Parents, Teachers, Guardians and All Others Who Are Charged with the Care of Children" (Comenius cited in Fein 1980:155). Similarly, an interest was emerging in pediatrics, with a number of texts being written throughout the period, among them a work on childhood diseases by Thomas Phayre in 1545 (Tucker 1974:234).

It has been suggested that the ideas emerging from the thought and discussion of the Reformation, although causing the child to be a "matter of serious discussion," had a somewhat different effect (Fein 1980:157). The notion of "infant depravity" was advanced and "religious leaders argued that careful vigilance could inhibit inborn proclivity to evil"; to be effective, however, "training

had to begin at an early age; the infant's willingness and passions had to be curbed and never indulged" (Fein 1980: 158).

Tucker suggests that although changes in attitudes toward children occurred during the period, "the idea that children were not terribly important persisted into the fifteenth and sixteenth centuries." During this period childhood was insignificant and "counted for little." It was "a state to be endured rather than enjoyed." "Children were at the bottom of the social scale" (Tucker 1974:228). Infanticide was still common, for Tucker's analysis of thirty infanticide cases reveals that children had been strangled, suffocated, drowned, had their necks broken or cut, or were struck against some object (Tucker 1974:245).

Ross, in examining the life of middle-class Italian children, documents the abandonment of children to wet-nurses for the first two years of life. He remarks that life for children in the first two years was "precarious and pitiable" (Ross 1974:191), for not only did the children have to deal with the initial separation, but at the end of the period underwent "severe social and emotional adjustments" by being returned to a mother the child did not know and a household which was totally foreign to him (Ross 1974:215).

Muller suggests that because of the high birth rate

and high infant mortality, children were seen as fragile but easily replaced. Little tenderness was expressed toward them. Rather, they were tolerated as a necessary evil (Muller 1969).

De Mause points out, however, that adults were beginning to view children less and less as projections or extensions of themselves but more and more as unique entities. There was a growing realization that parents had a role to play in the care of the young, though it was portrayed in manipulative terms, with the child being likened to "soft wax, plaster or clay" and the adult's job as that of molding or "beating it [the child] into shape" (De Mause 1974a:51-52).

As the end of this period marked the beginning of settlement in the New World, without doubt the pervading influences and ideas of the time regarding children were still present in the minds and actions of the early settlers as they colonized the new land (Cable 1975).

Eighteenth Century: Intrusion

Prior to the eighteenth century, knowledge of the methods and procedures advised and utilized during child-rearing came almost exclusively from the Old World. With the advent of exploration and colonization, however, a related but separate body of knowledge emerged in the New World as well. Emphasis will be given to the North American perspective in the remainder of this section of

the study.

It is not surprising to find that parents intruded into or attempted to control the life of the child in the eighteenth century, for to some extent the very existence of the child and perhaps the family depended upon it.

Reynolds suggests the need for control in stating:

The world of children of the settlers, the early merchants and tradesmen, the pioneers and frontiersmen and the immigrants was dominated by the demands of survival. Anyone in a family capable of work had to work, if the family were to survive. In the early settlements, along the Atlantic seaboard, everyone in the settlement had to work to avoid starvation and disease, constant menaces. Idleness could not be tolerated. The power of the law and religion, the courts and the church, combined to support work and to banish idleness, to the end that the colonies could survive. (Reynolds 1976:287).

Reynolds goes on to say that:

Idleness was not tolerated for anyone, including children, nor were the activities which might divert a person from work. It may be necessary to remind ourselves that children, some as young as 4 years of age, were an integral part of the work force of a family in the 18th and 19th centuries. Children made their contributions on the farm, in the home, in the shops and later in factories. (Reynolds 1976:288-289).

It would seem that economic necessity and religious idealism made it necessary to control and subdue personal needs and desires. There was need for conformity and subservience, particularly on the part of the child. This was achieved in a number of ways, early inculcation to the work ethic being one.

Cable writes:

In most Puritan colonial families, however, seven year olds were already veteran workers. . . . Toddlers

were put to work feeding chickens, winding spools, gathering kindling and the like. By the time a girl was 6 . . . she could sew, knit, weave and spin. At the same age, her brother knew the principals of farming and was nearly ready to be apprenticed to whatever craft or trade he would pursue for the rest of his life. (Cable 1975:7).

Although physical punishment was still used throughout the period to assure control of a child's will, greater use of guilt (Walzer 1974; Marwick 1974), fear, and reverence (Lystad 1979) were in evidence, with the specter of death being ever present as the ultimate sanction.

Lystad indicates that a substantial number of books were written during the period, teaching children how to die. They included "numerous cases of children whose piety and goodness warranted eternal happiness" (Lystad 1979:4).

Siegal and White infer that the latter part of the eighteenth century was a turning point, as "a steady evolution of public interest in child development" began (Siegal and White 1982:238). Elkind suggests the writings of Rousseau, Pestalozzi, and Froebel hastened the recognition of "childhood as a distinct stage of life" (Elkind 1983:229). Hart concludes that by the end of the century the "separation of children from the adult world had become complete" (Hart 1982:3).

Walzer surmises that toward the end of the century there began a "new indulgence toward children." This was reflected in the advice given to parents at the time to be "calmer, gentler" and to consider the needs of the child in "care and governance" (Walzer 1974:372-373). Indeed,

Robertson suggests that "the philosophy of Enlightenment brought to the eighteenth century . . . a new confidence in the possibility of human happiness" (Robertson 1974:407). Such ideas, however, were not universally advocated at the time, as they violated strict adherence to the stark religious principles that denied fulfillment of personal needs or desires (Walzer 1974).

Nineteenth to the Mid-Twentieth Century:
Socialization

De Mause suggests that this particular period of history is characterized by a lessening of concern to conquer the wills of children and an increasing desire to guide, teach, and socialize them (De Mause 1974a).

Considering the surge in interest in parent education and the production of literature related to the subject from the early 1800s to the 1860s, it may be concluded that parents recognized a need for help and guidance in accomplishing the task of rearing children.

Early in the period (i.e., from 1800 to 1860), parent groups met to discuss parenting and common concerns about childrearing. Such groups were later known as maternal associations (Croake and Glover 1977; Fein 1980). A number of publications also provided parents with knowledge and direction. These included: Mother's Magazine, published in 1832 (Croake and Glover 1977; Fein 1980); Abbott's child care manual, The Mother at Home, published in 1833 (Cable

1975; Geboy 1981); and Parents' Magazine and Mother's Assistant, published in 1840 and 1841 respectively (Croake and Glover 1977). The establishment of kindergarten in the United States by 1859 also offered a source of aid to parents, for as such classes were established, parent participation was encouraged through "mothers' clubs" and "home visiting by teachers" (Stout and Langdon 1968:3).

It is difficult to establish the extent to which parents availed of these resources. The effect may have been somewhat limited and perhaps only represented the spark of what was to come, since the demands of the Industrial Revolution still required the labor of large numbers of children.

Goldstein states that:

The growth of factories, with the division of labor into simple tasks and the use of power machinery made it more feasible to employ unskilled workers without much physical strength such as children. (Goldstein 1976:30).

Goldstein goes on to describe the extent of children's participation, as he states:

A visit to Samuel Slater's spinning mill in Providence, R.I., in 1800 found all the work being done by children from four to ten years of age, with one adult as superintendent. In 1820 about half of all textile workers in Massachusetts, Connecticut and Rhode Island were children, and in 1832 42 percent of cotton mill workers were boys under 12. A 12- or 14-hour work day was typical, and many children worked a night shift. (Goldstein 1976:30-31).

Although Goldstein suggests some attempts to control the situation were made between 1813 and 1853, there was little real effect, and child labor increased extensively

after the Civil War. Goldstein describes the growth:

In 1870, 764,000 children 10 to 15 years old were gainfully occupied--a figure that represented 13 percent of all children of this age in the United States. By 1900, the number of working children reached 1,750,000--18 percent of all 10 to 15-year-olds. . . .

The major industrial employers of children under 16 in this period included textile mills, glass factories and coal mines . . . (Goldstein 1976:31).

It was not until the turn of the century that legislative approaches setting minimum age limits for employment, maximum numbers of hours for work, and requiring compulsory school attendance had a great deal of effect (Goldstein 1976).

Nevertheless, midway through the period (i.e. from 1861 to 1900), children increasingly became the objects of scientific study (Hymes 1953).

The approaches which Darwin used in 1859 to record children's development in the form of a diary (Hunt 1969; Lazerson 1972) gave way to more scientific approaches, for it was in the 1880s that the child study movement began and created a new awareness of "the child functioning as a whole with all experience both inside and outside school being interrelated and affecting his behaviour and learning" (Stout and Langdon 1968:3). A key figure in the child study movement was G. Stanley Hall (Encyclopedia of Education 1971; Encyclopedia of Educational Research 1982; Schlossman 1976). His work no doubt influenced the founding of the Society for the Study of Child Nature in 1885, which is now called the Child Study Association of America and has the

distinction of having provided the oldest continuous parent education program in America (Croake and Glover 1977; Fein 1980).

Parallel to the interest in child study were developments in the medical field, which emphasized the distinctiveness of childhood.

Jacobi, the founder of American pediatrics, suggested that "Therapeutics of infants and children are by no means so similar to those of the adult that the rules of the latter can simply be adopted to the former by reducing doses. The differences are many" (Jacobi cited in Public Health Service 1976:66).

Rotch, the first incumbent of the chair of pediatrics established by Harvard Medical School in 1888, projected the ideas of Jacobi a step further by acknowledging the uniqueness of children and then indicating the need for further research:

To intelligently understand the fully developed man in health and disease, it seems self-evident that the anatomy and physiology not only of the final state of growth should be studied, but also that the various stages of development, from embryo to infant and infant to child and child to adult, should successively be dealt with. This in the past, however, has been but little done. On the contrary, the very opposite method has been adopted; the most careful attention being paid to adult anatomy and physiology, and then deductions made backward from adult to child--a retrograde means of acquiring knowledge, which has proven eminently unsuccessful. (Rotch cited in Public Health Service 1976:66).

Prior to the end of the century, a number of groups attempted to interpret and disseminate some of the knowledge

gained through child study and from pediatric medicine. The Society for the Study of Child Nature, the National Congress of Mothers, and the American Association of University Women attempted to "educate parents in child development" and thus help them become more effective at child-rearing (Goodson and Hess 1976:3). Beginning in 1897, the National Congress of Mothers held three congresses to educate mothers in childrearing and to emphasize the importance of home-school relationships (Encyclopedia of Educational Research 1960).

The latter part of the period (i.e., 1900 to 1950) saw continued recognition of the uniqueness of children, as well as a greater understanding of various aspects of their development. The work of Binet (Encyclopedia of Education 1971), Montessori (Encyclopedia of Educational Research 1982), Terman (Encyclopedia of Educational Research 1952), and Piaget (Encyclopedia of Educational Research 1982) is evidence of that fact.

It was a time, as Robertson suggests, when "public bodies began to think of children as children with special needs because of their helplessness and vulnerability rather than as small adults . . ." (Robertson 1974:428); hence, the decline of child labor and the institution of legislation to protect children from exploitation and cruelty.

The creation of the White House Conferences in 1909

added further emphasis to attitudes of increased sensitivity to children, for they required large numbers of Americans (e.g., physicians, social workers, educators, community leaders) to focus on the needs of children each decade during the century. Since the conferences were sponsored by the United States President, the political area began to be drawn into the care and nurture of children as well. The creation of the Children's Bureau in 1912 and the Children's Charter in 1930 were but a few of the accomplishments of the conferences (Brim 1965; Croake and Glover 1977; Heffernan and Todd 1969; Oettinger 1960).

From the 1900s to the 1950s, interest in providing knowledge and support to parents continued. In 1905 Sangster published The Radiant Mother (Cable 1975). In 1906 Mother's Congress Magazine began to be published (Encyclopedia of Educational Research 1960). Material on infant and maternal care was published by the Children's Bureau in 1913 and 1914 (Public Health Service 1976). As well, in 1914 legislation was enacted to create two thousand home demonstration projects to aid mothers in child care and family life (Brim 1965).

During the early 1900s, the philanthropic efforts of Laura Spelman Rockefeller's family in creating a foundation as a memorial to her created funding which provided for "extensive research in the area of child development and parent education." As well, the foundation sponsored a

number of conferences on topics related to the research (Brim 1965:3).

This period also saw tremendous growth in the number of organizations providing parent education, for seventy-five such groups existed by 1930. representing the involvement of "national organizations, university based research centers, teachers' colleges, women's colleges, state departments of vocational education, public school systems, private schools, nursing schools, social agencies, child guidance agencies, health and religious agencies" (Brim 1965:327). "By 1935, the U.S. Office of Education catalogued the agencies, public and private, which had programs in this field [i.e., parent education], with the list covering 53 pages" (Encyclopedia of Educational Research 1982:1379).

It is not surprising, perhaps, that

. . . where infants and young children were concerned, the mother of the 1910s, '20s, and '30s tended to place abiding and implicit faith in science that their Grandmothers had placed in God. (Cable 1975:175).

The effects of the Depression, World Wars, and changes in the role of the family began to take effect as well. Throughout the period, functions traditionally provided by the home (e.g., education) became the purview of the school and other social institutions (Handlin 1976). This occurred at even earlier stages in children's development with the advent of kindergarten and nursery school. The development of more scientific approaches to childrearing

called into question the ability and competence of some parents to deal with the tasks of childrearing. It, perhaps, caused some parents to begin to doubt their own capacity for the role, particularly when statements such as the one made by a public health nurse in 1918 were advanced:

If the lives of 100,000 babies can be saved by something that we can do or leave undone this year, it must be that what some of us have done or left undone has caused the death of 100,000 babies each year in the past. Those babies did not die of their own accord. They were killed--killed by feeding them with dirty, uncooked cow's milk or some other improper food, killed by weakening them with heavy clothing and then exposing them to a sudden draft, killed by letting someone who was coming down with a "cold" fondle them and pass on to them the deadly germs of some disease. . . . Most of . . . these 100,000 [were] killed by their mothers or their grandmothers or their sisters, who loved them very much but did not know how babies ought to be cared for. (Public Health Nurse cited in Public Health Service 1976:62).

Cable reiterates the point:

. . . there were new forces at work at the turn of the century in America that meant trouble for mothers who believed in their own infallible alchemy. It was a time of social reform, moral uplifting and conscious reexamination of many heretofore unquestioned institutions. The world of children was invaded by professional child trainers, . . . social workers, pediatricians, psychologists . . . (Cable 1975:196).

Additionally, conflict in traditional approaches to discipline with the new air of permissiveness advanced by writers such as Spock in 1946 (Cable 1975) added to their confusion and concern. It does not seem surprising that Cable states, "Many parents were exceedingly baffled . . ." and "In their dilemma . . . reached out to parent education

organizations" (Cable 1975:178).

Riesman, Glazer, and Denney suggest that parents' search for guidance extended somewhat further. They write:

Increasingly in doubt as to how to bring up their children, parents turned to other contemporaries for advice; they also looked to the mass media; and . . . they turned, in effect to children themselves.
(Riesman, Glazer, and Denney 1953:65).

Mid-Twentieth Century to the Present:
Empathy and Guidance

Becher, in an article for the Encyclopedia of Educational Research, suggests that a number of social, political, economic, and educational events converged during this period and focused attention on a number of problems affecting children and families in America. Among the more important of these events and problems were:

- (1) The civil rights movement which brought attention to the economic and educational deprivation of minorities;
 - (2) Increased occupational mobility, with drastic reduction of opportunities for intergenerational and neighborhood provision of child-rearing information, modeling, and support;
 - (3) The increasing numbers of single parent families, reconstituted families and blended families, together with expanded career opportunities for women, which brought significant change in family structure, patterns, problems and relationships for which little expert guidance was available;
 - (4) Increased educational costs, declining achievement scores, growing distrust of bureaucratic institutions, feelings of alienation, and a renewed interest in the American concept of participatory democracy, all of which caused renewed emphasis to be placed on the rights, responsibilities, and influence of parents to effect significant changes.
- (Encyclopedia of Educational Research 1982:1380).

Grotberg recognizes the emerging desires for equality

embodied in the civil rights movement. She intimates the important influence that the mid-century White House Conference on Children and Youth had, as it was "the largest effort in recent times to focus on the needs of children." It "examined the work which had been done since 1900" and focused attention on the "emotional growth and development of children" and "development of healthy personalities." "Prejudice and discrimination" were discussed, and recommendations were made to eliminate them (Grotberg 1976a: 411).

Equally important influences were present during the 1950s, which are succinctly described by Grotberg:

During the 1950s, a shift occurred in both the focus and methodology of child development studies. This shift was from mapping out age trends in thinking, language, growth, and creativity to concentrating on the processes, mechanisms or structures underlying changes over time. Studies on socialization, environmental influences, and parent-child relationships were popular in the 1950s. . . . Research on child development in the 1950s investigated parent-child relations as these influenced the development of the child. Further, research studied the social context of child development and the effects of early experiences on later development. (Grotberg 1976a:415).

Indeed, the criticism of education in the schools by individuals such as Flesch, Rickover, and Bestor combined with the furor caused by the launch of Sputnik in 1957 probably tended to encourage such research (Encyclopedia of Education 1971; Encyclopedia of Educational Research 1982).

McDill, McDill, and Sprehe state:

In the late 1950s and early 1960s, the social conscience of Americans was awakened to the fact that many children

were not receiving the education which would equip them to cope in a full and useful manner with the complexity of our society. (McDill, McDill, and Sprehe 1969:1).

A great deal of research emerged during the 1960s which called attention to the importance of early experience on development (Bloom 1964; Hunt 1961; Erickson 1963). Books such as The Culturally Deprived Child (Reissman cited in Encyclopedia of Educational Research 1971) and The Other America: Poverty in the United States (Harrington cited in Encyclopedia of Education 1971) further emphasized the effects of an inadequate nurturing environment. Studies relating environment and achievement also increased the recognition of the important role of the home (Coleman et al. 1966; Dave 1963; Fraser 1959; Wolf 1964).

Morgan concludes that:

The early 1960s witnessed an upsurge of research in interest in the primacy of early experience and early learning. Not only the home was perceived as a major learning center, but also the parents were perceived as the child's first and most important teacher. (Morgan 1980:vi).

Grotberg states that it perhaps is not surprising that "following logically from the recognized importance of the environment on the development of children are studies of the effects of special intervention programs to counteract the environment or reshape it" (Grotberg 1976a:416), the most significant of which was Project Head Start.

Head Start was initiated by President Johnson in 1965 and was intended to give delayed three- to five-year-olds preparation for entrance into elementary school. It at

first consisted of a brief summer program but later became a two-year center-based program. Central to the program's operation was the mandated involvement of parents (Encyclopedia of Education 1971; White 1981). Heffernan, in writing for the Encyclopedia of Education, states that:

. . . not only have young children been involved in development programs, but parents and other members of the community employed as aides or serving as volunteers have been learning about human growth and development and effective child rearing practices. (Encyclopedia of Education 1971:141).

Early evaluations of Head Start (Westinghouse Learning Corporation 1969), however, were somewhat disappointing, as initial gains of program children tended to decline over time and particularly upon entry into school. Honig infers there developed the need for reevaluation:

So persistent were the patterns of failure to maintain IQ and language gains that child development experts began to rethink their initial premises that early education by focusing on children alone could compensate for . . . poverty of environment and that a teacher singlehandedly could sustain the learning of disadvantaged young children without support and meaningful efforts of those other far more salient teachers--back home . . . the parents. (Honig 1982: 426-427).

Similarly, Radin suggests that focus had to shift to the stabilization of gains that occurred at the preschool level (Radin 1971).

Tanner and Tanner surmise that:

The early education models of Head Start, by limiting intervention to the children, all but ignored the very conditions which produced deficits. Attention to overt cognitive and social deficits without giving attention to root causes has been a disappointing failure. The focus must be on parent education as well as child

education. (Tanner and Tanner 1971:21).

They go on to state that "In view of the evidence, early education without an accompanying program of parent education has been and continues to be a futile and wasteful effort" (Tanner and Tanner 1971:21).

Prior to 1970, the creation of the Office of Child Development began to address the concerns expressed about Head Start by creating additional programs to support and extend its effect. They included programs such as: Home Start, Follow Through, Health Start, and Parent-Child Centers.

Extensive evaluation of intervention programs by Bronfenbrenner in 1974 confirmed assumptions expressed following the initial review of Head Start, i.e., parents' involvement made a significant difference to the persistence of initial gains, and such involvement had positive effects on younger children within the home (Bronfenbrenner 1974a).

Although the efforts of Head Start and other compensatory education programs received much of the focus and attention during the 1960s and 1970s, a number of equally important events took place. They included the establishment of a National Laboratory on Early Childhood Education by the United States Office of Education and the Educational Resources Information Center Clearinghouse on Early Childhood Education at the University of Illinois in 1967 (Encyclopedia of Education 1971:170), and the

diversification and expansion of parent education programs such as the Education for Parenthood Projects for junior and senior high school students, sponsored jointly by the United States Office of Education and the National Institute of Mental Health (Turner 1980). Perhaps one of the high points of the decade was the declaration of 1979 by the United Nations General Assembly as the International Year of the Child (Hart 1982).

De Mause suggests that the latter half of the twentieth century can be characterized by the increased empathy, tolerance, and understanding expressed toward children and by an increased recognition of their rights and needs (De Mause 1974a:52). Indeed, Grotberg suggests that the ideas of the period reflect major shifts in concern for "the child as part of an economic system to seeing them as part of a human social system" (Grotberg 1976a:402).

Richmond and Janis reflect upon the events of the period:

Clearly . . . an extraordinary interest in human infants was generated during the past decade. This interest has led to the emergence of several dominant themes--themes which pose new challenges and possibilities for us in our future thinking about infants' and children's growth and development.

Perhaps one of the most significant of these is the theme which appears, at last, to put the old nature vs. nurture controversy to rest. It now seems evident that neither the hereditarians' notion that "It's all in the genes" nor the environmentalists' approach of a tabula rasa will suffice. Rather, there appears to be a widespread acceptance of what may be referred to as an "interactionists' position, one which attempts to integrate the heredity and environment theories by emphasizing the interactional nature of an individual's

relationship with the environment.

This position acknowledges the role that an individual's genetic heredity plays in influencing behaviour, but it also recognizes the importance of environmental influences. (Richmond and Janis 1980:4).

The twentieth century has been called "the century of the child" (Takanishi cited in Hart 1982:2), for as Guidubaldi states, "By comparison to earlier times the child's right to love and freedom from fear is presently at its zenith," as:

Historically, the child's right to personality and social development has not been recognized. This was primarily due to a lack of acknowledgement of childhood as a distinct developmental stage, qualitatively different from adulthood. (Guidubaldi 1980:26).

Anderson and Shane underscore the unique importance of this century:

In the perspective of nearly a thousand years, early childhood education in the present century assumes unique significance both because it opens the pages of a promising new and humane chapter in the story of man's relationship to his children and because it suggests that man is beginning actively to participate in social evolution of the species by mediating the formative input of experiences during early and middle childhood. (Anderson and Shane 1972:371).

Vernon, in concluding this section, states that, "In rearing children, parents are shaping the future" (Vernon 1981:91); however, she indicates that it is a demanding task in the context of the stresses in today's world.

Vernon writes in a subsequent article that the 1980s must analyze the data provided by the 1960s and 1970s to seek new direction for the next century, for there will be a need for new approaches, particularly by educational

institutions:

As we analyze these facts, it becomes obvious that parents' needs will include services and responses quite different from those formerly offered by schools. (Vernon 1982:103).

The Nature, Scope, Range, and Effect of Parent Education Programs and Techniques

Describing the nature, scope, and range of parent education programs and techniques is a difficult task, for there is not universal congruity in terms of definition. There are those who view parent education informally and suggest that it has always existed (Bijou 1984; Enix 1981), while others maintain that it has a more formal structure which did not begin to evolve until the latter part of the nineteenth century (Brim 1959; Croake and Glover 1977). Becher, in an article for the Encyclopedia of Educational Research, combines both points of view, for she writes that:

In the broadest sense, the generalized familial and cultural transmission of child-rearing values, skills, and techniques can be considered parent education. Strictly speaking, however, the term "parent education" is used to denote organized activities that have been developed in order to further parents' abilities to raise their children successfully. (Encyclopedia of Educational Research 1982:1379).

The opinions expressed regarding the nature of parent education are as limitless as the variety of programs and techniques which have emerged. Croake and Glover comment that:

Today, parent education and group methods in parent education are practically synonymous. The publication

of materials has proliferated to such an extent that to decide which materials are pertinent to parent education is virtually impossible. (Croake and Glover 1977:153).

Honig further suggests that "It is difficult to capture the richness of national efforts" (Honig 1982:430) with respect to parent programs. It is, however, important to view a sampling of definitions of parent education, as well as some of the specific programs which exist, in order to develop a broad conceptual understanding of the extensive range of possibilities the term parent education encompasses.

Defining Parent Education: Its Nature

Some theorists view parent education as but one element of a larger system of classification, that of parent involvement (Smith 1980). Gordon, for example, includes parent education as a category of five distinct types of parent involvement which may occur in relation to educational settings involving children. They are:

- (1) parents as supporters, e.g., service givers, facilitators by being involved in clerical, custodial, maintenance, and fund-raising activities ; (2) parents as learners, e.g., by being involved in parent education courses and observation of children ; (3) parents as teachers of their own children, e.g., by taking home toys and books for use with children ; (4) parents as teacher aids and volunteers in the classroom, e.g., by preparing

materials, reading stories, working with children ;

(5) parents as policy-makers and partners, e.g., advisory board members (Gordon 1969a). (Italics mine.)

Rowen, Byrne, and Winter express a similar perception of parent education as a sub-category of involving parents. They provide an extensive list of methods of parent involvement, which includes: parent orientation programs designed to describe school philosophy, goals, and objectives to parents; handbooks written to inform parents of certain school practices, schedules, and the like; classroom and school newsletters detailing current events; special notices regarding meetings and activities; parent visitations to observe children; reports to parents by telephone and through conferences; and meetings with parents to discuss particular topics, hear guest speakers, watch films, or to accomplish a special task (Rowen, Byrne, and Winter 1980). (Italics mine.)

In 1973 the Child Care Task Force of Chicago, Illinois, presented parent education in a framework of four categories based on the level of contact parents would have with early childhood education programs. Parent involvement was characterized in this way: as non-involvement or little involvement, e.g., fund-raising, parent conferences, newsletters, parent lounges, parent education dealing with specific areas such as child development and behavior; involvement--non-decision-making, e.g.,

working as volunteer in the classroom, or field trips, or providing special services ; involvement--decision-making, e.g., having a formal role in making particular decisions concerning curriculum or discipline through an organized committee structure ; involvement--control, e.g., all decisions being made by a parent board (Child Care Task Force 1973). (Italics mine.)

Others support the notion of parent education as part of the broad spectrum of parent involvement (Feldman, Byalick, and Rosedale 1975; Simches 1975). Canino and Reeve state:

. . . parent involvement reflects the emergence of a new relationship between parents and professionals. Involvement of parents has expanded beyond the traditional PTA role, to view parents as teachers, advisors and advocates. (Canino and Reeve 1980:97).

Researchers such as Honig view parent participation in terms of involvement models which may serve to educate the parent, the child, or both simultaneously. She describes nine primary models of involvement. They are:

- (1) The Home Visitation Model, which emphasizes the parents as teachers of their child. She cites the programs of Gordon (1971) and Levenstein (1977) as examples (Honig 1982). Honig suggests home visitation models may have "varied agendas" (Honig 1982:434), e.g., toy demonstrating, role-playing, providing emotional support and building self-confidence, supporting new mothers, providing activities for parents with handicapped children .

- (2) Participation as Aids and Teachers in Group Care Settings, e.g., Follow Through programs with parent participation in their children's elementary school classroom.
- (3) Mothers as Models for Other Mothers, i.e., programs where mothers serve as teachers in their own homes with the supervision of a trained teacher. Honig cites the "Back-yard Center program of Gordon and Guinagh (1969)" as an example (Honig 1982:440). (4) Stimulus Response Therapy and Parent Training, i.e., parent training utilizing a system of rewards to parent response. (5) Parent Group Meetings, e.g., meetings to teach mothers how to improve language skills, increase parental self-awareness, and home management skills. Honig suggests that such meetings may utilize planned programs, e.g., "Far West Parent/Child Toybrary Program" (Honig 1982:441) and may take the form of parent workshops. (6) Parents in Job Training, i.e., parents actually work in the educational setting and are paid for their services. (7) Teenage Parenting, i.e., information and skills for adolescent mothers and prospective adolescent mothers. Honig suggests "700 such programs" exist in the United States (Honig 1982:445).
- (8) The Child and Family Resource Program (CFRP), i.e., a national Head Start demonstration program to meet the needs of children and families through comprehensive, individualized programming. (9) Potpourri of Models, which includes pediatricians' offices, hotlines, libraries,

television series, audiovisual media, and publications (Honig 1982:430-448).

Others see parent education in more precise terms and perhaps somewhat separate from parent involvement, for the Education Commission of the States suggests "parent education includes any type of educational program, involvement or intervention designed to increase parental competence and self-esteem in the parent role" (Education Commission of the States cited in Edmonton Social Planning Council 1982a:5).

Croake and Glover view parent education as:

. . . the purposive learning activity of parents who are attempting to change their method of interaction with their children for the purpose of encouraging positive behaviour in their children. (Croake and Glover 1977:151).

This suggests that a wide range of methods and materials could be utilized in educating parents.

The American Educators' Encyclopedia has defined parent education as:

. . . programs/efforts that seek to inform parents about various aspects of childrearing and thereby make better parents of them. Parent education is also referred to as "parenting," "parenting education." Parent education programs may be carried out with groups of parents or by working with individuals. Although most parent education is carried out with parents of preschool children, it has also proved successful with other parent populations (e.g., parents of the handicapped). (American Educators' Encyclopedia 1982:382).

This definition infers that not only a wide range of methods and materials can be used in such programs but that

there may also be variety in terms of content and intended audience.

The report of the Edmonton Social Planning Council makes a number of observations concerning parent education and then concludes with a composite definition.

Parent education is any kind of program or service that would inform/educate and support parents in learning about their tasks as parents.

Parent education is parents obtaining knowledge of child behaviour and adequate ways to cope with children and encourage them.

Parent education is designed to give parents good information about parents so they can make their own decisions. It includes professionals educating parents, as well as support services to parents (e.g., conferences, promotional materials, leadership training, etc.). (Edmonton Social Planning Council 1982a:5).

The report concludes by adopting the following definition: "Parent education refers to programs and support services designed to assist parents in learning about parenting" (Edmonton Social Planning Council 1982a: 6).

Fine has defined parent education as "instruction on how to parent"; however, he further elaborates:

This definition properly applies to organized programs rather than to informal get-togethers. Parent education . . . refers to a systematic and conceptually based program, intended to impart information, awareness, or skills to the participants on aspects of parenting. These programs usually take the form of a weekly meeting of a few hours over several weeks.

The format usually includes the presentation of specific ideas, some group discussion, sharing or processing ideas and experiences, and some skill building activities. A given parent education program may stress one aspect over others. For example, behaviour modification programs usually focus on the mechanics of selecting problem behaviours and programming reinforcement. . . . Other programs might stress

the sharing of developmental information. . . . One program might use a great many audiovisual activities such as films, slide programs, and audiotapes, whereas another might emphasize discussion and sharing of personal experiences.

Some programs are offered without charge through churches, schools, or community agencies. Often there is a charge. . . . In some cases, . . . the program is franchised, the instructor keeps some of the fee with the rest sent to the franchising source.

"Homework" is an important aspect of many programs. . . . Some programs may require detailed reports or logs. . . . (Fine 1980:5-6).

Brim aptly suggests:

Parent education, we must constantly remind ourselves, has many faces and takes many forms, from the random contact of an assistant in a day-care center with a mother at the end of the day to a program of discussion groups that meet weekly for two or more sessions.
(Brim 1965:vii).

He goes on to state that:

Parent education can be defined as an activity using educational techniques in order to effect change in parenting roles performed. Nothing is implicit about the action being directed to a specific end such as physical health of the child; on the contrary, parent education is customarily employed in the pursuit of a variety of needs. (Brim 1965:20).

Parent Education: The Scope and Range of Programs

Parent training [or education], in the broadest sense of the term, has had a long history, probably beginning with the extended family. In all likelihood, initially it consisted of advice . . . "Give him plenty of love," and admonitions . . . from friends, relatives and authority figures. With the advent of mass communication and the decline of the extended family, parent training [or education] exploded to include numerous individual methods: first in how-to-do-it books, pamphlets, and newspaper articles, and the radio, television, and multimedia packages such as audio cassettes, filmstrips with accompanying workbooks. And now in the offing are video cassettes and videodiscs to show and tell parents "how to do it." (Bijou 1984: 15).

Similarly, Brim comments on the scope and range of programming available to educate parents:

Educational programs for parents have existed in this country for as long as we have records. During the past three generations, from about 1880 on, there has been an uninterrupted expansion of these programs. At present, many organizations, both public and private, commercial and nonprofit, at the national, state, and local level are engaged in educating parents about child rearing. Parents are counseled by physicians, clergymen, teachers, and nurses. They participate in group discussions on child rearing which meet under the auspices of mental health, parent teacher, and other associations, read books, pamphlets, magazines, or news columns; view films, plays, or teleprograms, and listen to lectures and radio programs all concerned with educating them in child care. (Brim 1965:17).

Becher, in an article for the Encyclopedia of Educational Research, suggests that, over time, parent education programs have been concerned with a number of topics because of the variations in "philosophical convictions and theoretical positions regarding what constitutes successful parenting" as well as the "needs of parents at the time." Hence, the 1800s were concerned with the moral and religious training of their children, whereas, during the early 1900s, programs focused on "child welfare, child study, child development, child behaviour, child care, nutrition and health, mental hygiene, home management and family living." The 1940s and 1950s saw an emphasis being placed on prevention of mental illness, with attention being focused upon childrearing practices which promoted mental health. The 1960s and 1970s saw the emergence of a number of programs to meet the needs of parents in an historical

period of great social, political, economic, and educational change (Encyclopedia of Educational Research 1982: 1379-1380). Becher lists fourteen such programs, with extensive citations of specific examples. Her list includes:

- (1) programs to help parents of children with special needs (i.e., mentally, physically, and learning disabled; socially, emotionally, and behaviorally disturbed) deal with family adjustment problems and the behavior, developmental, and educational needs of the children;
- (2) programs to further parents' general knowledge about family life, basic childrearing practices, and positive parent-child relations;
- (3) programs to aid prospective parents in preparing for parenthood;
- (4) programs to assist parents in adjusting to, caring for, and stimulating their infants;
- (5) programs to teach parents techniques for changing their children's attitudes and behaviors;
- (6) programs to help parents change their own negative behaviors toward their children and lessen the chance for child abuse and neglect;
- (7) programs to assist teenage, school-age parents in adjusting to their role as parents;
- (8) programs to aid adoptive parents in adjusting to their role as parents;
- (9) programs to provide parents with health, nutrition, and sex education information;
- (10) programs to help parents deal with adolescents;
- (11) programs to provide information about gifted and talented children;
- (12) programs to help parents become aware of their rights;
- (13) programs to

educate parents about education and to teach parents to become involved in the schools and to assume leadership roles regarding educational decision-making; (14) programs to teach parents how to assist in the education process and to further the cognitive development and achievement level of their children (Encyclopedia of Educational Research 1982:1380).

In a comprehensive handbook on parent education and intervention, Abidin classifies parent education programs according to intended audience. The list includes programs for parents of aggressive, hyperactive, learning disabled, abused, neglected, preschool, and foster children. As well, programs serving parents of disturbed adolescents, parents in rural communities, fathers, and black parents are described (Abidin 1980).

Fine, in a similar handbook, lists programs based on the theoretical frameworks espoused by Dreikurs, Ginott, Orgel, Gordon, Sirridge, and Simpson. Approaches such as Parent Effectiveness Training, transactional analysis, and behavior modification techniques are presented to individuals or groups of parents having specific needs. The handbook includes programs for single-parent, adoptive, reconstituted, and communal families. As well, programs for adolescent parents, parents of preschoolers, and parents of abused and neglected children are described (Fine 1980).

Croake and Glover suggest that "methods and techniques

used in parent education have been adopted from other disciplines" such as "counseling," "psychotherapy," and "education" (Croake and Glover 1977:153).

Canino and Reeve state three major types of counseling strategies or models used with parents. They include:

(1) informational counseling, e.g., parents being informed of the nature and extent of a child's handicap; (2) psychotherapy, e.g., parents being taught to utilize behavior modification techniques; and (3) group therapy, e.g., helping groups of parents through sharing information, opinion, and experiences in a discussion format (Canino and Reeve 1980).

A slightly different approach to parent counseling is suggested by Tavormina. Three models are stated: (1) the behavioral, (2) the reflective, and (3) the combination format (Tavormina 1980). Behavior counseling focuses on helping parents deal with children's behavior (Becher 1971; Graziano 1977; O'Dell 1974; Patterson cited in Tavormina 1980:137). Reflective counseling deals with achieving effective parenting strategies through a group process (Auerbach 1968; Bricklin 1970; Cary and Reveal 1967; Dee 1970; Ginott 1957; Gordon 1970; McGowan 1968).

The combination format reflects elements of behavioral and reflective counseling, as discussion and the learning of behavior management are elements of such approaches (Abidin 1975; Sanders 1975).

Specific strategies or techniques are emphasized in

some programs, such as active listening (Ginott 1969; Gordon 1970); filial therapy, i.e., learning about children through the medium of play (Guerney 1969); and C-group process, i.e., collaboration, consultation, clarification, confrontation, concern, caring, confidentiality, and commitment to change (Dinkmeyer and Carlson 1973).

A more education-oriented approach to parent education and training is suggested by Kindred, Bagin, and Gallagher. They maintain that programs can assume two forms: direct, e.g., in-service courses, workshops, clinics, special meetings, preschool conferences, study groups; and indirect, e.g., handbooks, films, slides, case studies, bulletin boards, exhibits, subscriptions to publications (Kindred, Bagin, and Gallagher 1967).

Although there seem to be a number of differences in the programs described, Perevensky intimates that all programs have certain commonalities. He states:

Most programs are based upon some conceptual, philosophical, and/or psychological model and provide their participants with information, awareness, and skills related to parenting. They attempt to facilitate parents' understanding of the child's development, as well as to incorporate and demonstrate a variety of techniques and methodologies thought to foster optimal development. The format of such programs can be either centre based or home based; can vary in duration and frequency; can utilize a workshop, didactic or multimedia approach; and can be either designed exclusively for parents or for both parent and child. Alternative approaches, including Burton White's television series on the First Three Years of Life and including the Pre-School and Infant Parenting Service (PIPS, Los Angeles) "warm line" program which provides non-medical guidance for parent telephone inquiries regarding child rearing problems, are

examples of intervention strategies attempting to reach an ever-expanding clientele. (Derevensky 1981: 276). (Italics mine.)

Thus, to further clarify and elucidate the scope and range of programs, techniques, literature, and services which exist to educate parents, a number of "alternative approaches" will be reviewed.

Exhaustive reviews of a multitude of programs to educate and support parents exist (Abidin 1980; Fine 1980; Honig 1979, 1980, 1982). Such programs, for example, may include those which teach parents how to teach their own children, as in the case of special needs children (see Boyd 1979; Hearing and Speech Agency of Metropolitan Baltimore Inc. 1977; Luterman 1967; Philadelphia School District Office of Research and Evaluation 1976). Other programs may provide a comprehensive range of services to both parent and child, including some form of parent education, e.g., Home Start (Collins 1980; O'Keefe 1973), the Brookline Early Education Project, BEEP (Whitesides 1977), Parent-Child Development Centers (Gross and Gross 1977; Keliher 1969), and a combination of a variety of activities (Langham-Johnson 1985).

Other techniques include: parent guidance groups (Slavson 1974); parent discussion groups (Auerbach 1968; Heinicke, Carlin, and Given 1984; Kelly 1981); parent study groups (Fears 1976); special events for parents, e.g., mothers' days, fathers' days, field trips (Croft 1979);

parent volunteers (Lane 1975; Sayler 1971); displays of educational toys and books for parents (Elinsky, Farrell, and Penn 1955); toy demonstrating (Levenstein 1971); lectures, conferences, individual instruction, home visiting, and parent buddy systems (Edmonton Social Planning Council 1982a); parent training packages (Stowitschek and Hofmeister 1975); and packaged parent education courses, e.g., Systematic Training for Effective Parenting, STEP (Dinkmeyer and McKay 1976).

Audiovisual approaches include materials such as: ongoing videotape presentations in health clinics (Edmonton Social Planning Council 1982a); slide and sound cassette programs (Badger 1972); television programs, e.g., daily television lessons and home visiting for parents (Appalachia Educational Laboratory 1970), "Picturepages," i.e., daily television and prescribed sets of written materials to guide children and parents (Dusewicz and Coller 1978), "Parenting," i.e., a half-hour variety show to inform and educate parents (Canadian Broadcasting Corporation 1985); films, e.g., "Tomorrow's Families" (Sullivan n.d.), "The Adult as Enabler" (Bank Street Films cited in Lane 1975), "Parents Are Teachers Too" (Modern Talking Picture Service cited in Lane 1975); radio, e.g., open-line shows, guest experts, weekly counselors, citizen access programs, conference tapes, editorial commentary, young children's programs, family planning information (Young n.d.); and

multimedia study courses, e.g., Exploring Childhood (Educational Development Center n.d.).

The medium of print offers a wide array of additional resources which can be utilized in educating parents. Parent advice literature or childrearing books are one such format. Some examples include: Surviving With Kids: A Lifeline for Overwhelmed Parents (Baratz and Roson 1978); The Practical Parent (Corsini and Painter 1975); Raising a Responsible Child (Dinkmeyer and McKay 1973); How to Parent (Dodson 1973); A Parent's Guide to Child Discipline (Dreikurs and Grey 1972); Natural Parenthood: Raising Your Child Without a Script (Le Shan 1970); Children's Emotions and Moods (Lewis and Michalson 1983); Taking Care of Your Child: A Parent's Guide to Medical Care (Pantell, Fries, and Vickery 1977); Grow Healthy Kids! A Parent's Guide to Sound Nutrition From Birth Through Teens (Peavy and Paginkopf 1980); A Working Mother's Guide to Child Development (Rice 1979); Baby and Child Care (Spock 1981); The Art of Parenting (Wagonseller et al. 1977); and Life Among the Giants: A Child's-Eye View of the Grown-up World (Young 1966).

A number of parent education programs are also available in book format and are intended to deal with a wide range of topics. The list includes: Parent Handbook: Developing Your Child's Skills and Abilities at Home (Ahr and Simons 1968); How to Raise a Brighter Child (Beck 1967b); Your

Child's Intellect: A Guide to Home-Based Pre-School Education (Bell 1972); Parenting Strategies and Educational Methods (Cooper and Edge 1978); Parents, Help Your Child to Read! Ideas to Use at Home (DeFranco and Pickarts 1972); Home Guide to Early Reading (Gould 1976); Parent Awareness: Positive Parenting for the 1980s (Lerman 1980); Ages 3 to 4: Your Preschooler (Rubin and Fisher 1982); Parenting Today: A Teaching Guide (Schultz 1984); Teaching Young Children to Read at Home (Smethurst 1975); Child Management: A Program for Parents (Smith and Smith 1966); The Parent as Teacher: A Guide for Parents of Children With Learning Difficulties (Stott 1974); and You and Your Child: A Common Sense Approach to Successful Parenting (Wagonseller and McDowell 1979).

Other forms of print material available include: newspaper articles, e.g., "Focus on Newfoundland Children (Evening Telegram); newsletters, e.g., "Sesame Street Parents' Newsletter" (Children's Television Workshop), "ERIC/ECE Newsletter" (ERIC Clearinghouse on Early Childhood Education), "Practical Parenting Newsletter" (Meadowbrook Press); pamphlets, e.g., "Motivation and Young Children" (Barman 1975), "Child's Play Is Serious," "Those First School Days," "Parents Are Teachers Too" (Newfoundland Teachers' Association); workbooks, e.g., How to Prepare Your Child for School (National Education Association 1983); journals and magazines, e.g., Children,

Child Development, Childhood Education, Child Focus,
Children's World, Early Years, Parents' Magazine, Young
Child; and handbooks, e.g., Doody 1982; Futter 1957;
Kossow 1957; Lewis 1972; Massoglia 1977; National Associa-
tion of Elementary School Principals and National School
Public Relations Associations 1972; Turner 1980; Rowen,
Byrne, and Winter 1980 .

Government agencies, educational institutions (e.g., schools, universities), public and private community groups and associations provide additional parent education resources through a variety of programs and services. They include: workshops, e.g., Bruinsma 1978, Burgess 1977, Child Care Task Force 1973, Criscuolo 1974, Doersch 1957, Downing 1974, Lewis and Morrow 1985 ; parent centers and parent resource units (Alberta Education and Alberta Social Service and Community Health 1982); toy lending libraries (Duff et al. 1978; McDonald 1971; O'Keefe 1973); telephone services, e.g., "Dial-A-Parent Advisor" (Edmonton Social Planning Council 1982a), "Parent Stress Hotline" (Lane 1975); parent-teacher conferences (Grissom 1971); community schools for family learning and activity (Walker 1980); non-credit night courses (Dubanoski and Tanabe 1980); university courses in parenting and child development (Shoop 1979); parent and child programs, e.g., PAL (Potentially Able Learners) for gifted preschoolers and their parents (Harris and Bauer 1983); correspondence programs for

parents and preschoolers (Hofmeister 1977; McGaw *et al.* 1975); "Saturday School Centers" where parents and children learn together (Beebe 1976); and numerous groups and associations which fulfill the needs of very specific groups of parents for informational and educational services, e.g., parent-teacher associations (Dotten 1972) and others, such as the Association for Childhood Educational International, Association for Children With Learning Disabilities, Association for Parent Education, Center for the Study of Parent Involvement, Child Study Association of America, Child Welfare League of America, Council for Exceptional Children, Family Services Association of America, National Association for the Education of Young Children, National Association for Autistic Children, National Association of Pre-School Playgroups, National Center on Child Abuse and Neglect, National Conference of Parent-Teacher Associations, National Congress of Parents and Teachers, National Council of Family Relations, National Council of Homemaker Services, National School Volunteer Program, Vanier Institute of the Family (Akey 1984; Henderson and Henderson 1982; Land and Gallagher 1985). Such groups number in the thousands.

From this overview, it becomes readily apparent that a multitude of programs, techniques, and services are available to those who wish to provide parent education programs.

The Effect of Parent Education Programs and Techniques

In assessing the effectiveness of parent education programs and techniques, a number of difficulties arise, the most prominent being the lack of congruity in definition of parent education and the limited amount of data available regarding the effect of parent education programs. Croake and Glover comment:

Research on parent education continues to be limited. Programs of parent education are expanding and seem to be achieving worthwhile results, but no final conclusions can be drawn that provide a precise definition or description of parent education as it currently exists. (Croake and Glover 1977:156).

A similar opinion is expressed by Becher in an article for the Encyclopedia of Educational Research. She writes:

From a review of the literature on parent education, it becomes clear that although there is an abundance of enthusiastic testimony regarding the effect of various programs in reaching their goals, only a relatively small number of programs have collected empirical data to substantiate their claims. (Encyclopedia of Educational Research 1982:1380).

Stevens underscores this point by stating, "Evidence about the effects of parent education is small in comparison to the abundance of programs in operation" (Stevens 1978:59).

Brim contends that "only a few of the many studies undertaken in parent education are satisfactory from the standpoint of design and analysis" (Brim 1965:290).

Dubanoski and Tanabe reiterate the problem in terms of assessing the effectiveness of parent education. They state that the main problem with the literature in parent education is that very little research has been done to

evaluate effects of given parent education programs (Dubanoski and Tanabe 1980).

Considering the inadequacy of research in the realm of parent education as expressed by a number of writers (Brim 1965; Croake and Glover 1977; Dubanoski and Tanabe 1980; Encyclopedia of Educational Research 1982; Stevens 1978), it is nevertheless important to determine a relative degree of effectiveness of such programs. Thus, general comments, comprehensive overviews, and individual studies will be examined to provide reasonable documentation as to the positive effects of parent education programs and techniques.

General Comments Concerning the Effect of Parent Education

Johnson comments that "One of the important developments in early childhood education is the turning to parent education as a way of enhancing and maintaining children's competence" (Johnson 1976:3). A number of researchers point to the necessity of parent involvement (i.e., through parent education or in other forums) to the success of educational programs which involve children (Beebe 1976; Bronfenbrenner 1974a; Canino and Reeve 1980; Dinkmeyer 1968; Fredricks, Baldwin, and Grove 1974; Kelly 1973; Kelly 1981; Shearer and Loftin 1984; Schaefer 1971, 1972a).

Gonder suggests, for example, that parental involvement in projects such as Title I and Head Start in the

United States helped contribute to the performance of children in school:

Citizen participation in schools began its comeback in the mid-1960s with the creation of federal programs like Title I and Head Start. In order to receive federal funding each school had to create a parent advisory council to assist in planning, implementing and evaluation. School officials rediscovered that parents, with training, would make positive contributions to these programs. The low-income parents who were involved gained self-esteem; because their opinions were sought, their self-esteem, in turn, positively affected their children--who performed better in school. (Gonder 1977:6).

Canino and Reeve make similar observations.

Though more definitive findings are not yet available, it appears that when given an opportunity, parents can become a potent educational force and can develop mutual respect with professionals. For parents this has resulted in a growing sense of control over their children's destiny and a sense of accountability jointly shared between parent and professional. Thus, parent involvement seems to have lessened the distance between the goals of the school and those of the home. (Canino and Reeve 1980:97-98).

Fredricks, Baldwin, and Grove suggest that a partnership between parents and school (i.e., where parents are aided in helping their children) will almost double the rate at which children learn (Fredricks, Baldwin, and Grove 1974).

Dinkmeyer points to the effectiveness of a specific parent education technique (i.e., parent discussion groups). He infers that such techniques can have profitable effects upon children as well as parents. This is due to the fact that such groups help parents relate more effectively to their children and increase their general knowledge

regarding the effects of parent-child relationships (Dinkmeyer 1968).

Indeed, others feel that several forms of parent involvement (i.e., parent-teacher discussion groups, parents as aids, or parents as direct instructors of their children) can improve children's level of achievement (Kelly 1973; Warfield 1975).

Schaefer has concluded, following an extensive review of intervention studies, that:

The accumulating evidence suggests that parents have great influence upon the behaviour of their children, particularly their intelligence and academic achievement and that programs which teach parents skills in educating their children are effective supplements or alternatives to preschool education. (Schaefer 1972a: 444-445).

Schaefer feels so strongly about the positive effects of parent education that he suggests: "These data should influence future educational policies and programs" for "an exclusive focus upon academic education will not solve the major educational problems." He maintains that "A major task for our child care and educational institutions and professionals will be the development of support systems for family care and education" (Schaefer 1972a: 444-445).

Comprehensive Reviews Concerning the Effect of Parent Education

A number of comprehensive reviews of research point to the possible positive effects of a variety of parent

education techniques and programs.

Berkowitz and Graziano reviewed thirty-four studies which trained parents in behavior modification techniques. They subsequently alluded to the important implications which such training held for the field of mental health (Berkowitz and Graziano 1972). O'Dell, in a review of seventy studies in training parents in behavior modification techniques, drew similar conclusions (O'Dell 1974).

Bronfenbrenner's longitudinal evaluation of preschool programs, nine of which included parent-child interventions, led him to make a number of inferences in support of training or educating parents to work with their children. Among his conclusions were the statements that: (1) Parent-child interventions resulted in substantial gains in IQ which were still evident three to four years after termination of the program; (2) The effects of intervention were cumulative from year to year both during the program and, in some instances, after it had ended; (3) Parent intervention influenced the attitudes and behavior of mothers not only toward the child but in relation to herself as a competent person capable of improving her own situation; (4) Parent intervention was of benefit not only to the target child but also for the younger siblings (Bronfenbrenner 1974a:53-54).

A review of twenty-eight parent education programs by Goodson and Hess further suggests positive effects. Among

the twenty-five programs using IQ measurements as a gauge of effectiveness, twenty-two produced significant differences. Programs using other methods of evaluation produced significant gains as well in program children. Goodson and Hess concluded that programs training parents to teach their children produce significant gains (Goodson and Hess 1976).

Behavioral counseling was used as a parent education technique in fifty-two single-subject studies reviewed by Cone and Sloop. All studies had successful treatment outcomes for a variety of problem behaviors. Each study stressed the need to involve parents in the treatment procedure by teaching them new ways of responding to the child. Many of the studies pointed to the durability of change over four- to seven-month follow-ups. There were also some subjective observations of beneficial side effects in terms of family functioning, e.g., a greater expression of warmth and affection, greater parental self-esteem (Cone and Sloop 1971).

Stevens' review of a number of parent training programs suggested that concurrent benefits both in terms of improved parent knowledge and skill were evident (Stevens 1978).

Individual Studies Concerning the
Effect of Parent Education

Research in this section of the chapter will be

further divided into three categories (i.e., research concerning effects on children, research pertaining to effects on parents, and research resulting in a combination of effects).

Research concerning effects on children

A number of researchers have found positive effects in terms of changes in cognitive and intellectual functioning in children as a result of parents' involvement in some form of parent training, e.g., home visiting, where parents are taught to use games and activities to stimulate and encourage intellectual development (Andrews *et al.* 1975; Gilmer, Miller, and Gray 1970; Gordon 1969b; Gordon and Guinagh 1974; Grantham-McGregor and Desai 1975; Karnes 1969a; Karnes *et al.* 1970; Klaus and Gray 1968; Lally 1971; Lambie, Bond, and Weikart 1974; Lasater *et al.* 1975; Leifer *et al.* 1975; Levenstein 1970, 1971, 1974; Radin 1969, 1972; Rayder *et al.* 1970; Stevens cited in Honig 1979; Weikart and Lambie 1969).

A program designed by Gordon, for example, to enhance intellectual and personality development of children and to increase mothers' self-esteem used para-professionals from the community to teach mothers games and activities based on Piaget's theories of conceptual development. During the initial testing using Griffith Mental Development Scales, experimental children scored slightly but significantly

ahead of control children. At twenty-four months, assessment using the Bayley Scales of Infant Development showed no significant difference; however, by twenty-seven months significant difference was observed (Gordon 1969a).

Radin's evaluation of the Supplementary Kindergarten Intervention Program (SKIP), consisting of home visiting to help mothers plan and carry out stimulating activities with the child at home, showed that the children who experienced a full program both at home and school exhibited higher IQ gains than those children with a supplementary program plus kindergarten or kindergarten only. Indeed, children with no parent intervention (i.e., either preschool or school), and who were later involved in SKIP, fell six IQ points. Radin concluded that the impact of the classroom program was negated by the absence of any previous or concomitant parent involvement (Radin 1969).

A replication of the previous study using four-year-olds from low-income homes showed that upon attending kindergarten, children who had been tutored by a visitor with no parent intervention made no significant gains in IQ, whereas the two groups experiencing intervention by mothers had full increases of ten to fifteen IQ points in the second year of the program (Radin 1972).

Weikart and Lambie report that a program utilizing trained educators to teach parents to supplement their child's education in conjunction with a preschool program

resulted in mean IQ gains of up to thirty points in low-IQ, disadvantaged children (Weikart and Lambie 1969).

Levenstein reports similar results from a program using toy demonstrators to teach parents to utilize educational materials more effectively. Children whose mothers were involved in the program gained as much as seventeen IQ points (Levenstein 1970).

Significant gains were found for children whose mothers participated in an eleven-week program of small group meetings which included toy and book demonstrations, as well as a lending library where parents could obtain play materials for their children (Stevens cited in Honig 1979).

A number of researchers also report effects on children's language development as a result of some form of intervention with parents. Results include increased syntactic complexity, improved questioning skills, greater conceptual knowledge, and higher rates of vocalization (Andrews et al. 1975; Gray and Klaus 1965; Henderson and Garcia 1973; Lasater et al. 1975; Mann 1970).

A study by Henderson and Garcia of Mexican-American mothers who were trained and instructed in the use of social learning principles to modify their children's question-asking behavior resulted in significantly more causal questions being asked by experimental children than

by children whose parents were not trained. Henderson and Garcia concluded that parents having relatively little formal education could be successfully taught the use of modeling, cueing, and reinforcement strategies (Henderson and Garcia 1973).

A number of researchers cite combined benefits in terms of language and cognitive development resulting from interaction with parents and aiding them to encourage such development (Gray and Klaus 1965; Karnes et al. 1968; Karnes et al. 1970).

A study designed to help mothers in an economically disadvantaged neighborhood utilized twelve weekly, two-hour sessions to help mothers become more effective at stimulating intellectual and linguistic development. Parents made educational games, learned songs and finger plays, and availed of a toy lending library. Experimental subjects evidenced a six-and-one-half-month gain in mental age growth, according to the Stanford Binet assessment, during the three-month training period, while control subjects experienced only three months' gain. Experimental children also demonstrated significantly greater gain in psycholinguistic functioning than did controls, based on results from the Illinois Test of Psycholinguistic Abilities (Karnes et al. 1968).

Researchers also allude to the positive effects trained parents can have on child behavior (Clement and

Alexander 1975; Dee 1970; Graziano 1977; Haberkorn 1973; Mash and Terdal 1973; Rinn, Vernon, and Wise 1975; Sall 1975; Schaefer, Palkes, and Stewart 1974; Solem 1978; Tymchuk 1975).

A study done in Saskatoon, training parents in behavior modification techniques using Alderian-Dreikurs study groups in conjunction with elements of the Parent Effectiveness Training Program (PET) and Systematic Training for Effective Parenting (STEP), was effective in changing children's behavior. Parent participation significantly improved children's behavior in the perception of the mothers trained and in the opinion of the children's teachers. Improvements in behavior were maintained in the eight-week follow-up at the end of treatment. Mothers also noted the proportions of behavior which they found bothersome were significantly reduced (Solem 1978).

Graziano comments on the importance of parent training in the area of therapeutic skills:

Seriously utilizing parents as cooperative change agents and training them in therapeutic skills may be the single most important development in the child therapy area. (Graziano 1977:257).

Two studies report on the effects of parent training in improving the psychomotor skills of children (Forrester et al. 1971; Sall 1975).

An intervention study, the DARCEE Infant Program, conducted at the George Peabody College, was designed to enable parents to become more effective educational change

agents of their children. Mothers were recruited from well-baby clinics and subsequently helped to develop better coping skills in daily life, to take increasingly greater initiative in planning interactions with their children, and to interact with their children, using readily available materials and simply constructed play items. Evaluations showed that experimental infants exceeded control infants on the locomotive and performance scale of the Griffith Mental Development Scales. Additionally, experimental infants exceeded control subjects in performance on the Mental Scales of the Bayley Scales of Infant Development (Forrester *et al.* 1971).

Similarly, a program used to train parents in improving gross motor skills in kindergarten and primary children resulted in development of higher levels of skill in children following participation in the sixteen-week course (Sall 1975).

There is also some suggestion that the parent education and involvement may exert positive effects upon achievement (Almeida 1976; Levenstein 1971; Loveridge and Carapella 1979; McGowan 1968; Smith 1968; Watson, Brown, and Swick 1983).

Almeida developed a program for sixty-three four-year-olds in East Harlem. It involved preschool services for children two full days and two half days a week. Additionally, parents attended workshops. The goal of the

program was to present a stimulating preschool environment and to encourage positive self-image. Pupil achievement levels in selected skill areas were above chosen criterion levels following assessment (Almeida 1976).

Levenstein did a longitudinal analysis of children who had been involved in a program which had trained their parents in the use of verbal interaction techniques through toy demonstration. By 1971 nearly all children were up to grade level in reading, arithmetic, and spelling. There was also evidence of improved psychosocial skills as well (Levenstein 1971).

A comprehensive program for parents and three- to five-year-old children in Missouri which included two and one half days of preschool classes for children and a variety of education activities for parents (e.g., seminars, workshops, in-home visiting, classroom observations, booklets) was effective in increasing the developmental growth of the program's children as assessed by a comprehensive achievement battery (Loveridge and Carapella 1979).

Simply informing parents of appropriate at-home behavior had significant effects on the reading achievement of one thousand students in a low-income housing project. Smith asked parents to support their children's education by performing a number of functions; however, direct teaching of the child was not among them. Parents were asked to keep the household quiet at homework time, read books

themselves in the presence of their children, and listen to their children read. Significant gains in scores on reading achievement were measured in both second and fifth grades (Smith 1968). Similar findings were made by Pickett in a review of twenty-six projects involving parents who were educated about reading and later actively engaged in helping their children read. Twenty of the projects reported significant gains in children's reading achievement (Pickett 1983).

An assessment of a sample of first-grade children in South Carolina, using the Cognitive Skills Assessment Battery by Watson, Brown, and Swick, led the researchers to a number of interesting conclusions concerning children's achievement. They found a significant relationship between the support a parent received from the environment and the support subsequently given the child by the parent. A significant relationship was also established between the amount of parental support given and achievement in first grade. Active involvement by parents (i.e., reading to the child) was more effective than passive involvement (i.e., telling the child to read). The conclusion reached by the researchers was that parents do make a difference in children's school performance and that the kind and quality of parent involvement affects school achievement (Watson, Brown, and Swick 1983).

Other studies showed effects in terms of child

learning style, e.g., greater curiosity, willingness to explore; and parent-child interaction, e.g., increased cooperative play (Kogan and Gordon 1975; Lasater et al. 1975).

Research concerning effects on parents

Researchers have noted a variety of effects experienced by parents who participate in some form of parent training or parent education program. These include: improvements in parental awareness and understanding of children and their development (Andrews et al. 1975; Auerbach 1968; Bricklin 1970; Cary and Reveal 1967; Dubanoski and Tanabe 1980; Gordon and Guinagh 1974; Grantham-McGregor and Desai 1975; Kelly 1976; Kogan and Gordon 1975; Lane 1975; Lasater et al. 1975; Sanders 1975); in knowledge (Ashem, Wright, and Van Oost 1982; Endres and Evans 1969); and in confidence and competence (Andrews et al. 1975; Ashem, Wright, and Van Oost 1982; Dubanoski and Tanabe 1980; Gordon and Guinagh 1974; Gray 1970; Kogan, Gordon, and Wimberger 1972; Lasater et al. 1975; Leler et al. 1975; Luterman 1967; Mann 1970; Sandler et al. 1973; Solem 1978; Waksman 1975).

Auerbach states, for example, that parents who have involved themselves in discussion groups have been helped to understand and accept their own feelings and concerns about childrearing with others going through the same

experience. Auerbach suggests that such groups provide a sense of fellowship (Auerbach 1968).

Reflective counseling has helped parents gain greater understanding of children with special needs, e.g., learning disabled children (Bricklin 1970; Cary and Reveal 1967).

Dubanoski and Tanabe found that the format of a non-credit night course on child management affected parental awareness and confidence. The course consisted of two-hour sessions once a week for nine weeks. The course was divided into three parts: (1) teaching parents how to observe and record children's behavior; (2) describing general factors related to child development through lectures and audiovisual materials; (3) teaching the principles of social learning and their application to child management. In assessing the effect of the program, each parent was asked to write answers to four behavior problem situations. These were rated by two independent judges. The findings suggested that the parent education group participants produced more appropriate responses in the post-test. Responses were statistically significant on all four questions. Additionally, the parent education group demonstrated better skill in applying behavior techniques and used significantly more behavioral principles than did other groups. Content analysis of the parental group responses indicated that at least half of the group increased handling behavior at onset rather

than taking corrective measures later, increased their awareness of the factors influencing their child's behavior, increased the use of reinforcement for desired child behavior, and showed increased confidence in dealing with their children (Dubanoski and Tanabe 1980).

A program using an Adlerian parent study group model in Catholic schools in Tallahassee, Florida, to deal with problems related to childrearing, family management, and discipline was successful in creating increased awareness of the relationship between the psychological well-being of children and their academic performance. Greater appreciation and awareness of the counselor's role in school was also evident (Kelly 1976).

A comprehensive program funded by the National Institute of Mental Health in the United States entitled Nurseries in Cross-Cultural Education (NICE) was successful in developing enough confidence in parents that parents took over the organization and management of the program once initial funding had ceased. The program was many-faceted and included a number of services to parents, e.g., parents' corner, small group meetings, parent education classes (Lane 1975).

A parent program described by Ashem, Wright, and Van Oost was set up by the Toronto Metropolitan Department of Social Services for welfare and low-income mothers. Its goal was to develop and maintain the interest of mothers in

topics related to child development (e.g., nutrition, sensorimotor and manipulative needs). Techniques such as modeling, discussion, use of films, role playing, and demonstrations were utilized. Evaluation showed that nine of the twenty-four mothers attended all sessions, and thirteen of the twenty-four wanted more sessions and would attend again. Ten of the thirteen expressing continued interest told others of what they had learned, and twelve had applied the knowledge gained in their own home situation, e.g., by talking in a nicer way to their children, by using alternative methods instead of spanking (Ashem, Wright, and Van Oost 1982).

Endres and Evans conducted a study utilizing a parent education group, a placebo, and a control group. The parent education group met in a series of meetings to explore feelings of adequacy, level of understanding, and self-perception. Films and pamphlets were also used. The placebo group met three times for activities unrelated to parent education (i.e., to view a travelogue, to discuss hobbies, to make Christmas decorations). The control group received no treatment. The parent education group experienced greater significant growth in knowledge and attitude. Significant changes were also observed in the children of the parent education group, as they perceived themselves as doing well in school, were happy and satisfied (Endres and Evans 1969).

A number of researchers have found that parents' competence in providing a more optimal learning environment in the home has improved following parent education. Parents provided more appropriate play materials and had greater awareness of the learning potential of household items (Andrews et al. 1975; Gordon and Guinagh 1974; Leler et al. 1975).

Fears describes the use of Adlerian Parent Study Groups to deal with specific topics regarding child development and behavior. A handbook on Adlerian concepts and audiovisual aids were used. Evaluation of the project showed that parents felt that such groups were a valuable asset to a school program and expressed interest in the groups continuing and in meeting for longer periods of time. Statistical analysis following the involvement of parents in study groups further showed that parents perceived that they could positively change their child's behavior (Fears 1976).

Luterman documents positive effects of a program designed to support and educate parents of preschool deaf children. The program utilized group meetings, lectures, child observation, a correspondence course, and work with a therapist. The program was found to be successful in helping parents resolve their initial confusion and apprehension regarding their child's handicap. Additionally, parents had a greater understanding of their role in aiding

their child's development (Luterman 1967).

Research regarding
combination effects

At times, it is somewhat difficult to allocate specific effects of parent education programs to discrete categories; therefore, studies demonstrating effects on both parent and child have been included in this section of the study.

A number of researchers suggest that particular types of parent education programs may have positive effects on the parent as well as the child (Badger 1972; Collins 1980; Derevensky 1981; Duncan and Smith cited in Research Related to Children 1969; Hamilton 1970; La-ly 1973; Radin 1971; Read 1979; Stern *et al.* 1968; Waksman 1975).

Badger's review of two parent education programs (i.e., The Mother Training Program, Hamilton County, and The Parent Child Center, Chattooga County) provides insight into the effects of such programs on parents and children. The mother training project was designed for parents of infants and toddlers. Mothers attended weekly two-hour meetings where teachers led discussions and demonstrations. A lending library of toys and educational materials was made available to mothers. Weekly follow-up visits, a book of readings, and parents' involvement in making play materials (e.g., scrapbooks on topics such as

Familiar Objects, Opposites; felt boards; lacing cards and sorting games) were also part of the program. The social interaction of mothers was also encouraged through pot-luck suppers. Results included greater response by mothers to program goals; individual mothers felt they could effect better solutions to problems, and mothers helped children feel successful. Additionally, the attitude of the staff changed toward parents, as they perceived them as eager to help their children. Similarly, the Parent Child Center employed in-service training of parents; however, the focus was on visual motor skills in children. Results of mothers' interaction with their children and their involvement in the program were evidenced by improved skill development in children, as well as greater interest in learning, increased attention spans, and a greater sense of order and organization. Mothers took pride in their children's accomplishments and developed confidence in their role as teacher (Badger 1972).

Collins reviewed a Homestart program designed to foster child and family development. Parents were involved in one-and-one-half-hour training visits, had the services of a home visitor, and attended monthly group meetings. Comprehensive educational, health, nutritional, social, and psychological services were also provided. The children involved in the program made significant gains in relation to the control group in terms of school readiness, scoring

highest in task orientation. Diffusion of effects to other children in the family was also noted. Significant changes occurred in parents as well. They taught more reading and writing skills to their children, read to them more often, provided more books, engaged in a higher rate of verbal interaction, were more likely to emulate a teaching style in questioning, and became more involved in the community (Collins 1980).

An extensive program of services to parents is described by Derevensky. The "Ready-Set-Go Infant-Child-Parent Program" established in the Department of Educational Psychology and Counseling at McGill University, Montreal, provides a program to assist parents in realizing their individual potential as teachers of their children, to enhance the development of infant cognitive competencies through parental awareness of developmental capabilities, and to provide parents of young children with information regarding child development and childrearing techniques. The program utilizes a psychotherapeutic, inter-disciplinary approach, with infant stimulation being based on a cognitive development model. Parents and children attend three-hour weekly sessions between September and April. The first hour involves infant stimulation, providing the child with exercises and activities to facilitate cognitive, language, motor, and social development. The second hour is devoted exclusively to parent education, which takes place in a

classroom/seminar-type setting. Psychologists, pediatricians, occupational therapists, speech therapists, and nutritionists give lectures and lead discussions on cognitive, motor, language, physical, and social development. Videotapes, films, and an elaborate parent handbook are also essential to the program. The third hour of the program is devoted to individual consultation with mothers experiencing problems in childrearing. Several parent evenings are also held to provide an opportunity for fathers to attend. Developmental data using the Denver Development Test, Hunt-Uzgiris Ordinal Scales Psychological Development, and the Bayley Scales of Infant Development clearly indicate that program children exhibit accelerated development in cognitive, motor, and language functioning. Preliminary data also suggests that mothers became more effective change agents and competent teachers in their child's world. Children became more active in exploring, imitating, and manipulating. They also sought more social interaction with other children and adults and appeared to exhibit less separation anxiety. Parents report an increased knowledge of developmental processes, better understanding of parent-child interaction, and enhanced enjoyment and lessened anxiety over childrearing (Derevensky 1981).

A parent-child home visiting program in Frederick, Maryland, reports similar positive effects. The program

was designed to reduce developmental delays in preschool children, to encourage achievement motivation, to promote effective parenting techniques and parent-child interactions, and to foster development of the family system through interagency services. Through home visits parents were encouraged to provide experiences and a home environment that helped children reach their potential. Group preschool sessions for parents and children were also a part of the program. Each child had an individual education program planned, based on particular needs. Activities were geared to motor development, social development, language, conceptual, and cognitive development, and building self-concept. Evaluation of the program found that 80% of the children gained 20% or more in fine and gross motor, social, language expressive, and language receptive areas. Results of assessment of the home environment showed growth in avoidance of restrictiveness and punishment, greater organization, and increased maternal involvement with the child (Duncan and Smith cited in Research Related to Children 1969).

The review of the effects of parent education programs and techniques suggests a lack of consistency in terms of program content, format, and measurement. Various programs have positive effects under a variety of conditions. The researcher was unable to find any data which significantly demonstrated the effectiveness of one particular approach

over another. Similar observations have been expressed by others (Croake and Glover 1977).

The Need for Parent Education

Since "the best education occurs when home and school work together" (Histed 1983:21), the need for parent education must be examined with reference to those individuals involved in the process: children, parents, and teachers. Hence, this section of the study will explore parent education as a method by which the particular needs of each of the three groups can be addressed.

The Child's Need for Parent Education

The critical importance of the early years and the effects of environment upon children's development have been established by a number of researchers (Bernstein 1967; Bloom 1964; Bradley, Caldwell, Elardo 1977; Bronfenbrenner 1974a; Deutsch 1963; Hunt 1961; Hymes 1955; Erickson 1963; Gordon 1967; Schaefer 1972a; Skeels 1966). Others have concluded that parents can positively or negatively affect children in terms of their intellectual development (Bee *et al.* 1969; Bernstein 1961, 1970; Bloom 1964; Deutsch 1967; Hess and Shipman 1965; Lesser, Fifer, and Clarke 1965; Lewis and Goldberg 1970; Reissman 1962); their personality development (Berelson and Steiner 1964; Bernal 1984; Honig 1979; Koller and Ritchie 1978); their language development (Anselmo 1978; Beck 1967b; Bernstein

1961, 1967; Biber 1967; Cazden 1972; Clarke-Stewart 1977; Holdaway 1979); their reading development (Auten 1980; Bruinsma 1978; Chall 1983; Criscuolo 1974; Cullinan 1983; Durkin 1961, 1966; Larrick 1983); and their achievement (Brembeck 1966; Caldwell 1968; Coleman *et al.* 1966; Douglas 1964; Henderson 1981; Jencks *et al.* 1972).

The importance of experiences in the early years as a foundation for later learning and success is underscored by a number of writers (Bielawski 1973; Bloom, Davis, and Hess 1965; Getzels 1974; Hunt 1964a; Smith 1978).

Bielawski suggests that "In the preschool years, children are developing behaviours which are preludes to later learning" (Bielawski 1973:2). Similarly, Hunt comments that "earliest experience or primary learning . . . forms much of the pattern for later information processing capacity in the system and serves as the 'program' of the human brain computer" (Hunt 1964a:242).

Getzels emphasizes the important developments which take place in children within the context of the family:

All children acquire the fundamental "codes for future learning" or "learning sets" in the family. . . . One of these sets is the "language code" and the other is the "value code." The language code gives the child the categories for structuring and communicating experience. The value codes tell him which experiences are important. In a sense, language becomes the medium through which the child perceives and experiences . . . the values determine the experiences he will accept or reject. (Getzels 1974:219).

Smith suggests some of the necessary environmental conditions for positive growth by stating that a responsive,

stimulating environment is necessary for all forms of development (i.e., cognitive, language, or motor) and that there must be opportunities to practice, experience, and receive feedback (Smith 1978). She adds:

Children need opportunities to experience a variety of materials, people, and places with adults or older children who can answer questions and stimulate further exploration. The young child who experiences a dull, repetitive environment day after day, simply does not have the opportunity to exercise mind and body toward new skills and understanding (Smith 1978:10).

Many emphasize the critical need of an appropriate preschool environment, for the early years, as a period in child development, come only once in each child's life, and the consequences of inappropriate preschool preparation may be difficult to reverse (Ausubel 1963; Bloom 1964; Bloom, Davis, and Hess 1965; Morrison 1978; Standing Senate Committee on Health, Education, Welfare, and Science 1980; White 1981; Winter 1985) and indeed may be compounded as the child proceeds through school (Bloom, Davis, and Hess 1965; Hess and Shipman 1965).

Cave states:

Many psychologists are now of the opinion, based on studies with both animals and humans, that it is a reasonable hypothesis that if the right conditions are not present in the environment when a child is ready to practice some mental or physical function, vital learning may never occur, or occur only with great difficulty at a later date. On the other hand, if the necessary stimulation occurs, learning takes place and the correct responses are established and structured (Cave 1970:25).

Cave goes on to suggest that if a child is frustrated during "optimal learning periods" then "learning may be

blocked" (Cave 1970:25).

Bloom, Davis, and Hess allude to the consequences of inadequate preschool preparation once a child enters the formal educational system:

The first three years of the elementary school are critical. If learning is not successful and satisfactory in these years, the entire educational career of the child is in serious jeopardy. The child's interest in school learning, the problem of the school dropout and the educational and vocational career of the individual are largely determined by what takes place in the first few years of public school. (Bloom, Davis, and Hess 1965:22).

Passow suggests that:

In some cases, children are unable to benefit fully from educational opportunities owing to limitations which are environmentally conditioned, such as lack of preparation for initial success at school or lack of stimulation and support for continued progress. (Passow 1970:16).

A number of writers caution, however, that children must not be unduly pressured by their parents into achieving unrealistic expectations (Chilman 1971; Illinois State Office of Education 1977; Larsen 1982; Price 1971; Widmer 1963).

The Illinois State Office of Education states that "the last thing children need is to have the home turned into a classroom. A regimented program in the home could have negative effects" (Illinois State Office of Education 1977:15).

Chilman observes that "Perfection pressure may be particularly intense among parents . . ." (Chilman 1971: 125).

Widmer suggests that:

Too often, misplaced parental zeal may result in a child who has been pressured at home to memorize the alphabet, write abstract number symbols from one to one hundred and recite reams of verse.

The pressure to succeed and learn even more difficult subject matter has permeated even Kindergarten. (Widmer 1963:7).

Thus, it appears that, firstly, children have a paramount need for parents who are knowledgeable (i.e., parents who understand the importance of the preschool years, who are aware of the various stages of children's development, who understand the significant part which they have to play in nurturing children's growth, and who can provide appropriate stimulation which will help their children to achieve their maximum potential). Koller and Ritchie support this point of view, for they suggest that children need adults who are informed and sensitive and capable of making the most of children's capabilities (Koller and Ritchie 1978).

Queen reiterates that:

All children need responsive parents, stimulating environments, questions to support curiosity and explorations to extend creativity.

Creativity and giftedness are sparked through varied stimulation with open-ended materials and myriad experiences beginning in infancy and continuing through the school years. (Queen 1983:436).

Children's initial encounter with formal schooling produces additional needs, for "the young child has a tremendous adjustment to make to new emotional and intellectual tasks, to strange adults and to other

children" (Ministry of Education Ontario 1975).

Koller and Ritchie suggest that:

The entrance of children into formal schools is a momentous event. They face a new situation, vastly different from anything they have ever experienced. The persons all around them are comparative strangers, and each child must find his or her way safely among them. The norms regulating behaviour are now verbal and made more definite. Rules, routines, and regularity govern what will or will not occur. Personal needs and interests do not necessarily have precedence except to the individual child. Concessions to whims and fancies, toleration of moods and wishes, allowances for inadequacy and ineptitude may or may not be granted. (Koller and Ritchie 1978).

Widmer comments in a similar fashion:

Kindergarten is a great adventure for the child. It is usually his first experience away from home. It is his first experience with a large group for a whole day or half day on a regular basis. It is his first experience, on a large scale, in becoming accepted by others for who he is and what he does, not because he is part of a fond family. It is his first experience in learning away from home. He is one among many and must wait his turn for necessities which he has taken for granted to date: recognition, acceptance, affection and reassurance. (Widmer 1963:23).

It is perhaps not surprising that some children find the transition from home life to school terribly frightening, extremely stressful, and traumatic, particularly if they are unprepared for the experience.

The importance of the kindergarten experience being a positive one is suggested by the Ontario Department of Education:

The first year of school is a critical period in a child's growth. Initial experiences and impressions leave indelible imprints which affect later growth and development. (Ontario Department of Education 1966: 6).

Thus, children have a second need. Those entering kindergarten need parents who are aware of the kinds of demands a child will face in kindergarten and who will prepare their children for the transition from home to school.

With such preparation, Martin suggests that it is "less likely that the child will be alienated from school in later years" (Martin 1975:115).

Children have a third need (i.e., that of parents who support and encourage school learning experiences), for Gordon suggests that "children learn best when home and school share in educational experiences." He adds that such involvement "will continue to enhance children's growth" (Gordon 1971b:28).

A fourth and final need of children is the establishment of a positive relationship between the home and the school, so as to ensure continuity of experience--as Umansky suggests, "so that the needs of the whole child may be addressed uniformly and consistently" (Umansky 1984:33).

Smith contends that "The education provided in school is part of a child's life. The other great influence in a child's development is his family and it is surely important that he sees these two factions working together harmoniously" (Smith 1978:7).

Moeller intimates that:

The parent and teacher each has their own unique view of the student. Using these views in a cooperative way can support and stimulate the success of the student, can enable the parent and teacher to foresee possible difficulties that may develop in the future, and finally can help solve . . . existing problems. (Moeller 1971:40).

Cave suggests the appropriateness of "home and school cooperation beginning in the pre-school years" and states that "a wide variety of methods and approaches should be explored so that parents and professional educators may work together to lay firm foundations" (Cave 1970:36).

Umansky supports the need of positive parent-teacher interaction and points to the benefits of such involvement:

Educators and parents must become more familiar with each other. We believe that a revitalization of the school-home relationship will improve . . . attitudes toward the child's capabilities. Children show many talents at home of which the teacher is unaware, and they perform skills in school unknown to parents. Closer contact between parents and teachers will give each a more complicated picture of the child's ability and improvements in working toward desired goals. Most important perhaps the child will identify both the school and the home as places to learn, and parents and teachers as sources of learning. (Umansky 1984:34).

Sayler concurs by stating:

The school and the home need each other. The goals they seek in the lives of children should be mutual goals. If the goals of home and school are in conflict, children often become confused and develop anxiety. . . . (Sayler 1971:7).

Thus, in meeting the needs of children for parents who are knowledgeable (i.e., aware of the importance of the preschool years, of the stages of child growth and development, of their role in providing appropriate preschool experiences), who understand and support the kindergarten

program, who effect the transition of their children from home to school, and who establish a positive relationship with teachers, parent education programs present an appropriate vehicle through which such needs can be satisfied.

The Parents' Need
for Parent Education

The twentieth century is a period of extensive social, cultural, economic, and technological change (Guidubaldi 1980; Neudecker and Burke 1985; Umansky 1984). Amid the increasing stress of daily living, parenting must take place without the traditional system of education and support which existed in earlier times (Adams 1980; Christianberry and Wirtz 1977; Honig 1979; Lane 1975). Hence, as many writers attest, parents lack the appropriate preparation for the task of childrearing (Balter 1983; Bell 1976; Brim 1965; Dangel and Polster 1984b; Department of Health Education and Welfare cited in Honig 1979; Dinkmeyer and Muro 1971; Kruger cited in Kerckhoff 1977; Larsen 1982; Otto 1983; Rowen, Byrne, and Winter 1980; Stokes 1968; Swick 1972; White and Watts 1973; Winter 1985; Wolfenberger and Kurtz 1969).

Parents themselves have recognized the need for greater preparation, as is evidenced by their extensive use of childrearing literature (Balter 1983; Boggs 1981; Clarke-Stewart 1977; Costner 1980; Geboy 1981; White 1973).

A survey conducted by Geboy indicated that the use of child care material by parents was a widespread phenomenon, as 96.9% of parents surveyed indicated they did at least some child care reading (Geboy 1981).

White supports the findings by commenting on the large number of articles related to parenting in the popular press and magazines, as well as the astounding popularity of child care manuals such as Dr. Spock's, which has sold in excess of twenty million copies (White 1973).

Balter concurs and states:

The popularity of books, magazines and newspaper columns as well as radio and television programs devoted to the subject of childrearing indicate that there is a strong and growing need on the part of parents to seek assistance for the child-raising activities. In addition to the media, continuing education programs in many of our schools and universities offer programs in child-rearing practices. Self-interest groups have developed so called networks for parents. Parents Without Partners and Mothers of Twins Club are representative of this trend. Contemporary parents have many concerns about bringing up their children for which they seek authoritative advice. (Balter 1983:119).

A number of surveys indicate the expressed need of parents for support so that they may adequately perform their role as parents (Edmonton Social Planning Council 1982a; Gallup cited in Encyclopedia of Educational Research 1982; Lusthaus and Lusthaus 1982; Phi Delta Kappan cited in Gordon and Greenwood 1977).

Thus, considering the socio-cultural milieu, parents'

first need perhaps is for a forum where they can communicate and share ideas and frustrations. Lane comments that "Parents need to build identification with others who have like problems. Parents need someone who will listen with an empathetic ear" (Lane 1975:10).

Parents also need to understand that they have an important role to play in their child's growth and development and as such should be informed of their crucial role, as summarized by Feldman, Byalick, and Rosedale:

Parents can more greatly influence the child than professionals because of both the time and emotional intensity shared between parent and child. Parents can play a more positive, active role than has been traditionally left to them. (Feldman, Byalick, and Rosedale 1975:551).

The importance of encouraging parents and instilling confidence in them regarding their capacity to parent effectively is underscored by Price: "Mothers need to be encouraged to believe in their own capacity to deal . . . with their children" (Price 1971:92). (*Italics mine*). Price suggests this is so because:

In our child-centered society, the model parent strains to raise his child not as a carbon copy of himself, but rather better than father or mother. This pressure has resulted in delegating many traditional parenting roles to the "experts." Many mothers and fathers no longer feel they have the answers. They distrust their own feelings about how to deal with their children. (Price 1971:96).

Thus, if parents are to be encouraged to play a more active role in the growth and development of their children, a need for knowledge of the stages through which children

pass as they grow is essential, as is an understanding of appropriate expectations for children at each level.

Wolf states:

Every step of the way parents need to know what is fair to expect of the child at various stages: infancy, toddlerhood and during school years. If they have this knowledge, they can gear their expectations and demands accordingly and can be ready for those moments when they can help a child take the next step. (Wolf 1968: 696).

Lane supports this point of view and writes:

Parents of preschoolers need to have an understanding of what children at this age are like: their behaviour patterns; their needs and developmental tasks; their physical, motor (fine, gross), cognitive and language, psychological and social development as manifested in their behaviour. Suggestions for growth and enhancement, i.e., play activities which encourage learning should be shared. (Lane 1975:20).

This knowledge is particularly important since:

. . . the more a parent knows about child development, about the effects of interaction between parents and children, about their own goals and desires, their own emotional responses and the influence on the family of the environment in which they live, the more adequately will they be prepared to handle their family situation. (Auerbach 1968:23).

Once parents are aware of the development stages of childhood, a consequent need develops for information concerning the appropriate types of stimulation necessary at particular stages of development.

This is particularly so since, as La Pierre found with a substantial proportion of parents in Ontario, many "do not perceive the educational importance of early stimulation and play in the growth and development of the child" (La Pierre 1979:23).

Jelinek suggests, for example, that parents have a need for knowledge of how to stimulate language growth, as they have not received prior training in how to do so (Jelinek 1975). Enzer makes similar observations, for although parents provide the most important source of stimulation within a child's environment, many parents lack the skill to give proper stimulation (Enzer 1975).

Gordon infers that the same may be true of parent involvement in reading development. He states that: "People do not automatically know how to read to a child; when a teacher of a preschooler says to parents, 'I would like you to read to your child,' that is a very inadequate message" (Gordon 1976:180).

Upon a child's entry into school, many parents experience anxiety. The feelings are aptly summarized by Kappelman and Ackerman, who state:

You certainly remember the pleasure and anguish of that bittersweet moment when your child took his or her first hesitant steps toward that structure, that unknown building called school.

Many parents experience a profound sense of loss at that moment, a sense that they have relinquished something very important and very valuable to people who may not care or be as accommodating as they." (Kappelman and Ackerman 1977:1).

Kopp reiterates:

When a child enters school, both the child and his parents are beginning an important, far reaching experience. For the child going to school represents a transition to a world of broadening horizons. For his parents, it is also a time of transition--a time filled with anxiety and hopes which generally create an intense interest in all that surrounds the child's school experience. (Kopp 1960:202).

The Child Care Task Force suggests that parents' "learning about what is happening to his or her child reduces parental anxiety" (Child Care Task Force 1973:4). Andrews infers that parents need to be included in the framework of their child's world at school (Andrews 1976) and thus have a need to know the goals, objectives, and content their children will be exposed to.

Smith states: "A parent has a right to know what his child is doing at school, what attitudes and values are being encouraged and what kind of person his child spends his day with" (Smith 1978:7).

Additionally, the parent needs a knowledge of the child's program, for there has "sometimes been little short of a revolution, since parents were at school themselves," which necessitates the school explaining such changes, "so that parents can take an informed interest in what their children are doing. Parents will not understand unless they are told" (McGeeney 1980:131).

Parents also have a need for knowledge about their child's program, so that they may reinforce and support what is learned at school. Widmer suggests that parents will be more effective in terms of the education of their children if they "know the reasons for the experiences he or she is having in kindergarten" (Widmer 1963:2).

Ojemann, writing for the Encyclopedia of Educational Research, concurs:

It is not sufficient for the parent to know how to build the home environment. He finds that he must also know how to work with the teacher to support the kind of influence needed, to get suggestions as to what experiences to provide as aids to children's school-work. . . .

Furthermore, many parents have recognized that it is difficult to understand and guide the child's behaviour at home unless they have some knowledge of his experiences at school. (Encyclopedia of Educational Research 1960:938).

Stott maintains that traditional attitudes and relationships between parents and teachers have sometimes prevented parents from becoming involved in helping their children at home. He states:

Parents who wish to help their child at home are often reluctant to do so because they fear they might teach them something which conflicts with what they learn at school. (Stott 1974:116).

Thus, there is a need for parents to develop positive attitudes toward teachers and the school, for effective interaction cannot otherwise take place.

Heffernan and Todd suggest that:

Some parents fear teachers. Sometimes their fears grow out of feelings that they are not as well educated as the teacher and that he will think them uninformed if they ask questions. The fear of the teacher may be an unconscious carry-over from their own childhood. Sometimes they fear that they may be considered "meddlers," "trouble makers," "apple polishers." They fear that suggesting any criticism might lead to reprisals against their child. They fear they are being blamed because their child acts as a normal child and not as a supposed adult. They fear schools may be experimenting with their child and may leave him unprepared to meet the demands of a complex world. (Heffernan and Todd 1969:52).

Gross and Gross maintain that parenting is difficult for most new mothers; however, it is harder yet for those

who may not be able to read well, who have not the resources to follow current child development research, and who are additionally beset by a multiplicity of stresses (Gross and Gross 1977).

Schmidt reasserts the need for the development of a cooperative relationship between the home and school:

The parent and the home environment have a greater influence on the child than his . . . school will ever have. The child will spend more time in his home than he will out of the home. His thinking and living have been shaped by the people around him--his parents and his family. As the child begins school, he is helped to grow into a happy and stable person by his teachers and parents. We must view this as a team working together, each giving helpful suggestions for guiding the child. A spirit of cooperation, mutual trust and helpfulness must develop. (Schmidt 1971:9).

In summary, parents have distinct needs which may be addressed through the provision of parent education programs or techniques. The needs include: the necessity of a forum for communicating, sharing ideas and frustrations; the necessity of understanding the role they play in their child's development; the necessity of being encouraged to believe in their capacity to parent effectively; the necessity of having knowledge of the stages of child development and appropriate expectations for each level; the necessity of being aware of appropriate types of stimulation at various levels or stages of development; the necessity of knowing the goals, objectives, and content children will be exposed to in the kindergarten program so that they may support their child's progress;

and the necessity of developing positive attitudes toward teachers and the school, as well as the necessity of a positive relationship emerging between home and school.

The Teacher's Need
for Parent Education

Initial investigations into the effects of Head Start in the United States pointed to the critical need to involve parents (Bronfenbrenner 1974a). Indeed, many writers subsequently maintained that parent involvement was essential to the success of early childhood programs (Biber 1970; Bronfenbrenner 1974a; Gordon 1971a; Hodgden *et al.* 1974; Kelly 1981; Levenstein 1970; Rowen, Byrne, and Winter 1980; Shearer and Loftin 1984; Tanner and Tanner 1971).

Additionally, a number of researchers documented the positive effects upon parents of parent education as a form of parent involvement, e.g., improvement of their awareness and understanding of child development (Auerbach 1968; Bricklin 1970; Kelly 1976); increased knowledge (Ashem, Wright, and Van Oost 1982); improved competence and greater confidence (Andrews *et al.* 1975; Dubanoski and Tanabe 1980; Gordon and Guinagh 1974; Gray 1970); and changes in children. Changes in children were demonstrated in increased cognitive and intellectual functioning (Andrews *et al.* 1975; Gilmer, Miller, and Gray 1970; Karnes 1969a; Klaus and Gray 1968; Lally 1971; Lambie, Bond, and Weikart

1974; Levenstein 1974; Radin 1969, 1972); in enhanced language development (Andrews et al. 1975; Henderson and Garcia 1973); in positive behavior changes (Cone and Sloop 1971; Graziano 1977; Haberkorn 1973; Solem 1978), as well as improved psychomotor functioning (Forrester et al. 1971; Sall 1975).

Johnson et al. comment on the importance of increased parent involvement through parent education in suggesting that "One of the important developments in early childhood education is the turning to parent education as a way of enhancing and maintaining children's competence" (Johnson et al. 1976:3).

Shea and Hoffman lend support to the importance of parents educating their children. They state:

Of all the innovative research from the current reform movement launched in 1959, the practice of extending the locus of control for children's learning from the home may prove to be the most significant. Although schools have long been aware of the need for information about and an understanding of the home background of its children, it is only recently that home directed learning has been recognized as a potentially useful complement to classroom instruction. (Shea and Hoffman 1977:2).

Hodgden et al. comment that:

Recent research has shown that what parents teach children at home, if not more important, is just as important a part of the education as what goes on in the classroom. Therefore, if the teacher is to help children develop as far and as fast as they can, she needs to make the most effective use of home as possible. Looking at it from the parents' point of view, of course, they should be seeking at the same time to make the most effective use of school. Putting these two together, we see the education of the

child ideally as a cooperative venture between parents and the school, in which each can help each other. (Hodgden et al. 1974:420).

Traditionally, however, there has not been widespread support for the extensive involvement of parents in children's education at home and in school. Stott writes:

Up until a few years ago, it was the policy of boards to keep parents, as far as possible, off school premises. This had many unfortunate results. Generally, the Principal and the classroom teacher only saw parents when they felt they had a grievance. Many parents especially those who had left school early and did not cherish sweet memories of it were afraid to visit the school at all and only did so when they were so angry that they resolved to have a row. Both sides saw the worst of each other. Being strangers, they easily slipped into a mutual and unfounded suspicion. (Stott 1974:126).

Gordon suggests that previously a parent's only rôle in the education of the child was that of "silent partner," for:

They were told rather emphatically by school people that it was neither wise nor desirable for them to attempt to teach their own child. Teaching belonged to the teacher, and it was separate and distinguishable from child-rearing. Woe to the parent who proudly told the first grade teacher that she had taught her child to read. (Gordon 1971b:27).

Champagne and Goldman maintain that "As teachers and professional educators we have for too long looked down at the efforts of parents and have discouraged their active participation" (Champagne and Goldman 1972:ix).

Fredericks intimates that:

Many unmotivated parents perceive education as the sole province of the school. In other words, some parents have not yet been convinced of their influence on their child's learning. In addition, they may not have been provided with meaningful opportunities to join with

teachers in the education of their child. When teachers acknowledge parent's as important members of the educational process, high levels of motivation usually result for the family. (Fredericks 1984:22).

Thus, perhaps teachers' first need is to dispel the notion that parents should not be involved in their child's education.

In accomplishing this goal, a second need arises, that of developing a positive, cooperative relationship with parents. Hymes underscores the importance of mutually satisfying interactions between teacher and parent. He states:

We must build good personal relationships with parents. Mothers and fathers must know their child's teacher; the teacher must know the parents. Strangers cannot communicate. Strangers seldom feel trust and confidence. Distance does not lead to enchantment; it only breeds suspicion. (Hymes cited in National School Public Relations Associations 1977:9).

Cave suggests that a critical period for the formation of positive attitudes in parents occurs upon children's entry into school. The first encounter with the child's teacher sets the stage for future interaction (Cave 1970).

Once a positive relationship is established, teachers have a need to develop an awareness and appreciation of the home environment provided the children, in order to effectively create programs for both children and parents. A number of writers support this view (Cave 1970; Chilman 1971; Herwig 1982; Smith 1978; Umansky 1984; Waksman 1975).

Smith states:

From the teacher's point of view, there is a fundamental need for cooperation and understanding. A good teacher makes learning provisions for the individual to develop from the point of view of where he is at. Therefore, it is essential to understand what a child brings to the learning situation and this understanding will be greatly enhanced through cooperation and contact with parents. (Smith 1978:7).

This position is similarly stated by the Ministry of Education for Ontario:

Teachers need to understand the experiences, the values and the language style that a child brings to school in order to set objectives and select learning experiences that will take advantage of the influences of the home. (Ministry of Education for Ontario 1975:9).

A number of additional teacher needs are inferred by Rowen, Byrne, and Winter. They state:

It is the teacher's responsibility to create a positive relationship between school and home. She must convince the family that her method of instruction is going to help the child succeed. She must maintain open lines of communication with the family and keep them informed about the child's growth and development and she must provide the family with information about what they can do to follow through at home. The teacher who has won the support of the family has enormously increased her ability to teach the child. (Rowen, Byrne, and Winter 1980:333).

Thus, a teacher has a need to inform parents of the program and methodology to which children will be exposed.

Additionally, there is the necessity of an ongoing channel of communication for discussion and reporting, as well as a need to provide parents with information as to how they might support their child's learning at home.

A study conducted by Gallup International of 551 first-grade teachers in 261 major American cities suggests that teachers see a great need for parent involvement in

their children's development; as well the suggestion of a broad range of potential involvement is evidenced by their comments. Each teacher was asked what he/she would like parents to do at home. The largest number of respondents (60%) said that parents should expose children to reading and books by reading to the child more often and providing plenty of reading material. Thirty-seven percent of respondents (i.e., the second largest area of response) suggested that parents should talk and listen to the child. Answering questions and building vocabulary were also stressed. The third largest category of response (35%) encouraged parents to take children to places of interest, such as zoos and museums, while 31% suggested stimulating interest in learning and developing curiosity. Other categories of response, in order of preference, included: providing a good family relationship by sharing experiences (28%); taking an active interest in school affairs (26%); providing learning materials such as number games, coloring books, and building blocks (25%); being interested in the child's school work (24%). Teachers were also asked what they did not want parents to do. The top five responses included: to not find fault with teachers and the schools (33%); to not unrealistically pressure the child (32%); to not teach the child school subjects (24%); to not keep children up late (17%); to refrain from comparing one child with another (17%). The third portion of the survey

questioned the teachers as to the type of information they saw as being valuable enough to be included in a parent guidebook. The top responses included: why talk and listen to children (99%); discipline which helps a child (97%); teaching children independence, to follow directions, and answering children's questions (96%); taking your child to interesting places (95%); how to develop greater interest in school work (94%); the importance of reading (93%) (Gallup International 1969).

Parent education programs can provide an adequate forum through which teacher needs may be satisfied, since such programs provide the opportunity to dispel myths, develop cooperation, share information and perceptions, as well as improve competence in dealing with children through increased knowledge and resources.

Since, as Croft suggests, the quality of teacher-parent involvement relies heavily upon the skills of the teacher (Croft 1979), the teacher has a number of subsequent needs in terms of attempting to provide parent education programs.

Some writers suggest a need for further education, either at the pre-service or in-service level (Anselmo 1977; Conant 1971; Croft 1979; Gordon 1971b; Martin 1975; Rich 1976; Yawkey and Bakawa 1974).

Conant expresses concern for teachers' lack of preparation at the pre-service level:

A final note of concern regarding the parent-teacher relationship is the lack of attention that teacher educational institutions give to preservice preparation of teachers for working with parents. (Conant 1971:118).

Rich concurs by stating that "Many, if not most, of the teachers and principals . . . graduate from schools of education without having heard much--if any--mention of the word 'parent'" (Rich 1976:1).

Gordon suggests teachers' need for extensive resources and training in equipping themselves with the necessary knowledge and skills to provide appropriate parent programs. He writes:

A basic need in professional education--both for the teacher and administrator--is for information and experience in working for and with parents. Courses in colleges of education ill-equip the professionals for this new role. Unfortunately, it has to be learned on the job and requires considerable unlearning of bureaucratic notions. (Gordon 1971b:30).

Martin concludes by suggesting that "Each teacher should know of the many options there are for involvement for the moms and dads of her students" (Martin 1975:113). (Italics mine.)

In summary, parent education provides a potential forum for meeting the needs of the child, parent, and teacher.

As teachers will likely organize and conduct such programs, there exists a need for guidance, information, and resources to aid in the planning of such parent-teacher interaction. Essential as well is adequate time free from regular teaching and supervisory duties, so that planning and subsequent program implementation can take

place. Jones found, for example, that teachers were more likely to make home visits when schools allowed them flexibility in defining their working time (Jones 1970).

Thus, generally speaking, children, parents, and teachers have both similar and diverse needs related to the establishment of parent education programs. It remains to determine the extent of need of such programs in the province of Newfoundland and Labrador.

Parent Education and Involvement:
The Newfoundland Perspective

As early as the 1920s (Strong-Boag 1982) and throughout the twentieth century, a variety of parent education programs and techniques have been provided for mainland Canadian parents (Adams 1980; Ashem, Wright, and Van Oost 1982; Bruinsma 1978; Carpenter 1967; Derevensky 1981; Edmonton Social Planning Council 1982a; Health Promotion Directorate 1979; Heartwell 1981; Histed 1983; Solem 1978; Waksman 1975; Young n.d.). Others have advocated increased parental involvement in their children's education (Blowers 1972; Government of Alberta 1977; Jackson and Stretch 1976; Pomfret 1972), and at least one province (i.e., Quebec) has legislated mandatory parent involvement (Lucas, Lusthaus, and Gibbs 1978-79).

In comparing Canadian involvement in the field of parent education to the extensive range of programs which exists in the United States, it becomes readily apparent

that there is a tremendous need for program development and implementation. In the context of this particular study, it is important to establish whether or not the province of Newfoundland and Labrador has a similar need.

Thus, this section of the study will present a chronological review of the emergence of interest in parent education and the type and extent of programs that have evolved in the province.

Parent Education in Newfoundland:
Emerging Interest and Program
Development

The early history of the provision of formal parent education in the province remains to be written, for the researcher could find no evidence of such programs in the literature. Hatcher alludes to a form of parent education in 1936 in reporting on current developments in Newfoundland education. He stated:

. . . the education of parents is not to be neglected. . . . The Third Annual Report of the Newfoundland Adult Education Association shows that Opportunity Schools have been conducted successfully at twenty-two centers in the outports; an increase over last year of one-third, in spite of a very severe winter. While the first work of these schools is the instruction of adult illiterates in the three R's, the chance for further services has been eagerly seized. Music is always a feature of this type of school, visits are made from house to house with leaflets on health and community service, classes are held for a few women in the home of one of them. (Hatcher 1936:396).

The emergence of parent involvement in the field of education in Newfoundland and Labrador seems to have begun sometime prior to 1960, for a Department of Education handbook indicates the existence of a Home and School Movement.

An excerpt from the handbook produced for school boards shows that although the functions of the movement appeared to be somewhat limited, the Department of Education nevertheless took a somewhat jaundiced view of such involvement. This attitude continued to persist well into the 1970s (Pickett 1983). Thus, the handbook states:

The Home and School Movement is spreading throughout the province and its early stages appear to have developed two characteristics. (I) It is emerging as a fund-raising organization or school auxiliary. (II) There is a tendency to take on projects which are more properly the concern of boards. . . .

A Home and School Association has no legal status--a fact that should be understood by its members at the beginning. (Department of Education 1960:22).

The Department of Education did, however, see Home and School Associations as an appropriate forum for bringing information on school matters to a section of the public which indicated it was prepared to receive it. Indeed, the Education Act, as stated by the handbook, required boards "to take all such measures as may be practicable, to inform the public of education in the province and to arouse public support of improvements in the educational system" (Department of Education 1960:20). The handbook suggested the use of press, radio, discussions at home and school associations, and bulletins circulated through the schools as possible vehicles through which the public could be informed.

The 1970s showed a marked increase in concern for public relations and parent involvement. A study conducted by Roe, for example, concerning the socio-economic and

educational input variables affecting reading achievement called for increased cooperation between home and school (Roe 1971).

A study by Grace assessing parental attitudes concerning the state of education within the Roman Catholic School Board in St. John's recommended the development of a public relations program designed to inform parents of the work of the school board. The study emphasized the particular need of informing parents on curriculum change. Grace states:

. . . changes in curriculum should be well-planned and thoroughly explained to parents, otherwise beneficial innovations may fail to succeed due to lack of parent support and understanding. If children perceive parents as being negative or indifferent toward curriculum, the success of curriculum is in grave doubt. (Grace 1972:106).

Bromley underscored the need for increased public relations in a study of a board in the Conception Bay area. The school-community communications program which he developed proved to be effective in creating positive interaction between school and community (Bromley 1972).

An analysis of potential dropouts in the Bay d'Espoir-Hermitage-Fortune Bay Integrated School Board by Duncan also emphasized the need for greater communication between home and school. Duncan suggested that School Boards should do all within their power to establish consistent lines of communication between home and school, so that parent-teacher cooperation may be fostered. Additionally, Duncan maintained that parents should be educated in ways they can help their children at home (Duncan 1973).

An article by Buffett which appeared in Memorial University's Morning Watch recommended the development of sound, constructive relations between school and community, so that common goals could be achieved. The article suggested that person-to-person communication was the most valuable and pointed to a number of techniques to achieve greater school-community interaction, e.g., use of the mass media, school-produced handbooks, open house, parent meetings, and orientation programs for new parents (Buffett 1978).

Interest in increased public relations and parent involvement reached its zenith at the end of the decade with the publishing of Improving the Quality of Education: Challenge and Opportunity: Final Report of the Task Force on Education (Crocker and Riggs 1979). The report recommended:

That steps be taken to establish a closer liaison between home and school. Teachers should, as policy, initiate more frequent contacts with parents, and parents ought to be encouraged to communicate regularly with teachers. (Crocker and Riggs 1979:10.10).

A publication entitled Teacher Image: A Handbook for Community Involvement, produced by the Newfoundland Teachers' Association, stressed community involvement from the teacher's perspective. It alluded to the value of parent support during times of stress or crisis, such as those presented by negotiations with government (Newfoundland Teachers' Association Communications Committee 1979).

The 1970s also saw increased emphasis and activity in the area of parent education.

The first suggestion of such involvement, however,

came in 1967 in a handbook for kindergarten teachers, parents, and others, produced by the Division of Curriculum and Instruction of the Department of Education. A section of the handbook recommended appropriate "treatment of the kindergarten parent" through the provision of an orientation week, which might include presentations to parents on how to prepare their child for school, the kindergarten curriculum, or curriculum innovations (e.g., new math) (Division of Curriculum and Instruction 1967). This particular handbook represented the first actual resource for teachers regarding the education of parents. The suggestions contained in the handbook do not seem to have been widely adopted by kindergarten teachers in the province, however, since the current study revealed that only 43.37% of kindergarten teacher respondents indicated they were using a program or techniques relative to the education of pre-kindergarten parents (see Table 24).

Prior to 1971, the formation of the Early Childhood Development Association seems to have given some impetus to the idea of educating parents, for Cox, in a paper presented to Memorial University Extension Services, describes a series of ten seminars or study sessions offered by the group in conjunction with the Extension Department and Faculty of Education at Memorial University. Specialists in areas related to education, psychology, music, art, drama, science, language, and reading

participated in the program (Cox 1971). Provision of such programs by the Early Childhood Development Association has continued into the 1980s, albeit on a limited scale.

Sharp's pioneer study of the provision of early childhood programs in the province drew attention to some of the research done in the United States and elsewhere concerning compensatory education and the involvement of parents in such programs. Equally significant was the highlighting of a small number of examples of parent education programs that had been utilized in the United States (Sharp 1976).

During the period of 1977 to 1979, three researchers focused their attention on educating parents to work with their children at home (Wareham 1977; Wrigley 1978; Smith 1979).

Wareham developed a program of activities that could be used by parents to assist adolescent children with their homework and thus enhance their school achievement. Although no significant difference was found, parents seemed to react favorably to such an approach. The short duration of the program may have resulted in the lack of significance being established (Wareham 1977).

A study by Wrigley in 1978 concerning a home stimulation program for language development in kindergarten children represented the first extensive attempt to assist parents in aiding young children's development through

program provision in the home. The study was significant in that it called attention to the important role which parents have to play in child development. Wrigley stated:

Educators are now recognizing the need to involve parents once more because of the vital part they play in the child's development. The cognitive and affective development of a child begins with his parents in his own home. Their influence is irrefutable. Even the most advanced compensatory program or the most culturally enriched program cannot negate or reverse the ultimate influence of parents on children. Parents play a primary role in the development of emotional attitudes, physical growth, and the formation of language skills. Parents stimulate a child's early awareness of, and interest in, all aspects of learning. (Wrigley 1978:57).

A program to augment Grade Three reading achievement by using teachers and parents was developed by Smith in 1979. The program extended over a period of three months and included a range of activities, e.g., general meetings, discussions, guest speakers, a film (i.e., "Reading Is the Family"), and individual consultation. At the outset, many parents were reluctant to join the group, as they felt they could not help their child or were not aware of the correct means to do so. At the conclusion of the program, however, parents overwhelmingly supported it. Although an increase in self-concept among children in the experimental group was not significant, the parents involved in the study made significant improvement in assessing children's self-concept (Smith 1979). The study was the first of its kind to offer a wide range of activities to inform and

educate parents.

Evidence of additional parent education programming during this period appeared in MUN News. It described a videotape counseling program for parents of hearing-impaired preschoolers. The program was designed to assist parents in developing the language and communication skills of their preschool children (MUN News, 26 February 1979, pp. 1-4).

On October 18, 1979, the Honorable Minister of Education, Lynn Verge, was interviewed on the television program "The Harris Report." In her assessment of the Newfoundland educational system, she commented that it "inadequately prepared young people in the social skills needed to function in marriage, family life, and parenthood" (Verge cited in Payne 1980:21). The sensitivity of the Minister of Education to the needs of parents and young children became an instrumental force in the tremendous increase in interest and activity which occurred in the 1980s related to child care and family life.

The 1980s can be characterized by three distinct changes: (1) greater advocacy of parent involvement and parent education (Ad Hoc Committee on Family Life and Sex Education 1982; Case et al. 1985; Committee to Study School Retention 1984; Eden 1983; Hines 1981; Kelly-Freake 1982; Kennedy 1981; Ministerial Advisory Committee on Early Childhood and Family Education 1983; Newfoundland Teachers' Association Curriculum Sub-Committee 1980; Newfoundland

Teachers' Association Policy Handbook 1983; Primary Teachers' Council 1981; Provincial Kindergarten Committee 1981; Punjari 1980; Steer 1981; The Dr. Charles A. Janeway Child Health Center 1983; The Newfoundland and Labrador Association for Gifted Children 1982; Vincent 1982; Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package 1985; Working Group to Establish Guidelines for Early Childhood Centers in the Province 1985); (2) an increase in the number of resources available for encouraging parent involvement and for conducting parent education programs (Case *et al.* 1985; Eden 1983; Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package 1985; Working Group to Establish Guidelines for Early Childhood Centers in the Province 1985); and (3; increased interest and activity on the part of government to examine and recommend program and policy concerning early childhood and family education (Ad Hoc Committee on Family Life and Sex Education 1982; Case *et al.* 1985; Ministerial Advisory Committee on Early Childhood and Family Education 1983; Provincial Kindergarten Committee 1981; Verge 1981; Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package 1985; Working Group to Establish Guidelines for Early Childhood Centers in the Province 1985).

Disadvantaged children, in particular "the unprepared

five-year-old," became the focus of attention at the beginning of the decade with the completion of two reports: one by the Newfoundland Teachers' Association (Newfoundland Teachers' Association Curriculum Sub-Committee 1980) and the other done under the auspices of the Avalon Consolidated School Board (Mastropietro 1980). Both reports helped to draw attention to the need for special consideration of the early years in child development.

The Newfoundland Teachers' Association Curriculum Sub-Committee commented that:

Since there is considerable public ignorance of the importance of early childhood education in general, it would be essential to educate the public before attempting to lower the age of school entry. The community as a whole and parents in particular would have to be involved from the outset in the planning of such a program and even then considerable opposition may remain (Newfoundland Teachers' Association Curriculum Sub-Committee 1980:52).

Additionally, the Sub-Committee recommended that the Newfoundland Teachers' Association encourage the Department of Education to examine such programs (Newfoundland Teachers' Association Curriculum Sub-Committee 1980).

A similar recommendation was made by Mastropietro in her study of disadvantaged learners in the Avalon Consolidated School Board in St. John's. She suggested that the Newfoundland Teachers' Association be approached to write a brief concerning the provision of compensatory education and to support the idea of providing a full range of services, e.g., education, health, and social assistance

(Mastropietro 1980).

It is conceivable that the two studies contributed to the government's decision in 1980 to investigate the provision of kindergarten and early childhood education programs in the province.

Two researchers at the time advocated the need of additional parent education resources and programs (Payne 1980; Punjari 1980).

Payne recommended that "social workers, family and marriage counselors, and other helping professionals may have to adopt more . . . counseling and education programs to help male and female parents" (Payne 1980:102).

Punjari, in a study of familial correlates of child psychiatric disorders in Newfoundland, concluded that the services which existed in the province were oriented toward crisis, rescue, and remediation rather than prevention, representing a reactive rather than a proactive approach. A strong recommendation was made for increased parent education as suggested by the study's data:

The data indicates a crying need for programs for preparation for the parental role, and the need for knowledge about childrearing. They strongly suggest that the parents who are not ready for the parental role, who had an unhappy growing up experience, and who are less satisfied playing a nurturant role may not be particularly satisfied and happy being parents and this may influence their functioning. They may not be able to give loving warmth, plus firm, democratic, kindly discipline, discipline that is neither too harsh nor too permissive. The need for parent education programs which not only suggests but demonstrates how to stimulate children, when to praise them, how to discourage dependency, how to play with him, and how

to talk to him; cannot be underestimated. (Punjari 1980:140).

Continued interest and concern was expressed for parent education in 1981. Of particular note was the establishment of the Ministerial Advisory Committee on Early Childhood and Family Education. One of the objectives as set by the Minister of Education related to outlining parent education programs and suggesting ways of involving parents in early childhood education (Verge 1981). Although the Committee did not deal specifically with such programs in its final report, it did recommend the setting up of committees to accomplish this goal (Ministerial Advisory Committee on Early Childhood and Family Education 1983).

A second committee established by the Department of Education strongly endorsed the concept of increased parent involvement and parent education. The report of the Provincial Kindergarten Committee stated:

More ways need to be explored for utilizing parents as teachers of their own children in the light of the effect the environment and early experience have on later learning. Efforts must be made also to increase and strengthen linkages between the home and the school by involving parents as advisors and volunteers. Many parents are willing and able to give of their time and talent to the educational process and the schools must recognize this pool of untapped talent. Other parents want to learn about the kindergarter program and about early childhood education. Teachers and principals must devote more time to explaining to parents instructional processes, strategies, and educational goals. The Provincial Kindergarten Committee believes that if we are to have better kindergartens in this province, we must enhance and support the role of parents in childhood education. (Provincial Kindergarten Committee 1981:28-29).

The Committee subsequently made the following recommendation:

That principals and teachers initiate parent education programs in the schools so that parents may be involved in decisions affecting their children and that parents' role in influencing early development may be recognized. (Provincial Kindergarten Committee 1981:46).

A number of interesting observations can be made concerning the report of the Provincial Kindergarten Committee. Firstly, the report marked a turning point in the traditional view many educators had of parent involvement. Secondly, although the report strongly endorsed the goal of increased parent involvement and education, it specified no particular program to accomplish that objective, except with regard to child assessment. It suggested that parents should be prepared for the kindergarten registration day by informational booklets, letters, or some form of communication, to explain the purpose of the kindergarten program, the role and nature of early assessment, and the important contribution which parents could make to their child's first days in school. Meetings, orientations, and discussions were suggested. The bibliography of the report, however, makes no mention of parent education resource materials or programs. Thirdly, the report recommended that principals and teachers initiate parent education programs in the schools. It is interesting to note that only 2.56% of respondents indicated that parent education programs and techniques were initiated by the

principal-teacher combination (see Table 26), even though 43.37% said they were utilizing a program or technique related to parent education. Fourthly, widespread implementation of the report's recommendations was not apparent when the current study was conducted in 1985, as only 25.90% of respondents reported using meetings with parents, only 13.86% utilized a parent handbook, and only 6.02% used pamphlets (see Table 27).

Additional support for parent education and involvement was expressed in 1981. Steer, Director of Special Services for the Department of Education, wrote that:

Inviting parents to become partners in their child's education is one way of improving the quality of public education in our Province. When the parent and the community-at-large understands what is happening in school, I believe they will be more willing to offer direct support. (Steer 1981:6).

Steer further suggested, following a review of a small number of American parent education programs, that the degree and type of involvement program can vary widely (Steer 1981).

The Primary Teachers' Council of the Newfoundland Teachers' Association encouraged the setting up of parent drop-in centers, which could provide parents with a selection of literature related to childrearing, teacher-made games, worksheets to reinforce skills, and educational toys and books. Results of the current survey, as shown in Table 16, indicate, however, that only .01% of respondents

currently operate such centers (Primary Teachers' Council 1981).

In a report to the Minister of Education on services for the deaf and hard-of-hearing children and their families, Kennedy suggested the need for programs such as the Home-Centered Video Counseling Program, which had been used with parents of preschool deaf children, particularly since the program had been very well received by parents and had gained international recognition for its novel approach in providing such services to rural areas (Kennedy 1981).

Although a large number of groups and individuals advocated parent education in 1981, only one study was conducted to ascertain the effectiveness of certain approaches. Hines studied the use of behavior therapy as a vehicle through which parents could be helped to facilitate adolescent weight loss. Meetings and dissemination of literature were the main vehicles used to educate parents. In an eight-week follow-up, the researcher concluded that this type of parent involvement had facilitated weight loss (Hines 1981).

A second study by Vincent took place in 1982. A parent training (PT) program of two-hour sessions for a duration of seven weeks was utilized. A series of meetings and presentations was designed to increase parents' childrearing expertise. Although the program achieved a relative degree of success, Vincent recommended that

parents of preschoolers were likely to be the best targets of such intervention, since they could apply principles learned more readily than parents who have already experienced problems of a long-term nature. Further, Vincent suggested that parent training groups should be offered by social service agencies, which have easy access to parents, e.g., day-care centers, schools, and children's hospitals (Vincent 1982).

Parent education programming for adolescents was recommended by the Ad Hoc Committee on Family Life and Sex Education. The Committee suggested that family life and sex education courses should become compulsory at all levels and that a parent involvement component should be an essential part of the program (Ad Hoc Committee on Family Life and Sex Education 1982). As late as 1985, however, Family Living 2200 of the reorganized high school program was still an optional course (Andrews 1985).

A study of kindergarten curriculum by Kelly-Freake in 1982 viewed parent education as an essential part of the kindergarten program. She recommended that a parent education program be developed to guide parents in their understanding of the needs and abilities of the young child and to assist them in providing a stimulating home environment (Kelly-Freake 1982).

Need for increased parent involvement and provision of parent education programs continued to be in evidence in

1983 (Ministerial Advisory Committee on Early Childhood and Family Education 1983; Newfoundland Teachers' Association Policy Handbook 1983; The Dr. Charles A. Janeway Child Health Center 1983). The comments of Rennie Gaulton, President of the Newfoundland and Labrador Home and School Parent-Teacher Federation, indicated that parent advocacy for such involvement was also being voiced (Daily News, 16 November 1983, p. 22).

A study conducted by Croskery in the Port aux Basques area supported this conclusion. In assessing parent attitudes toward the school and its programs, a significant number of parents clearly felt that the school had failed to inform them about educational practices, even though the school involved in the study had made a conscious effort to inform parents through full-page weekly reports in the local newspaper, local radio broadcasts detailing school events, parent evenings twice yearly, and accessible meeting times with teachers. Croskery concluded that:

. . . traditional forums for promoting parent involvement have been less than successful. Other avenues must be developed to ensure that parent involvement is fostered and sustained. (Croskery 1983:23).

A number of techniques and approaches regarding parent education surfaced during this period.

A journal produced by the school administrators of the Avalon Region suggested the increasing importance of parent involvement and parent outreach for schools and school districts. The journal suggested that "Many

administrators have found the International Reading Association Parent Brochures to be a valuable tool in implementing this kind of outreach" (Avalon Administrator 1983:2). It is important to note that in the current survey of kindergarten teachers no respondent reported using such material.

The use of a booklet format for informing and educating parents was advocated by Marsh. It consisted of pictures, diagrams, and literary content to inform parents and guide them in the care of asthmatic children (Marsh 1983).

An extensive education program, albeit with a limited clientele, was provided by the Community Services Council and Job Corps of Canada Employment and Immigration Canada in 1983. Although it was basically designed to train individuals who would later find employment in early childhood centers, many of the areas covered in the program could be appropriately incorporated into parent education programs. The course lasted forty-five weeks, with one half the time covering theory and the remainder devoted to acquiring practical experience. The course covered topics such as child development, creative learning activities, child observation, children's books, language development, communication, aesthetics, nutrition, parents, and health. The program has continued to be offered up until the present time (Community Services Council and Canada

Employment and Immigration Commission 1985).

In 1983, the Department of Education adopted a resource guide for kindergarten teachers in the province. The program was entitled Early Experiences and made a number of suggestions for parent involvement and education. Eden recommended parent volunteers, informal meetings to introduce parents to the play-based developmental program, informal contact through telephone calls and notes, and formal meetings throughout the year to explain special aspects of the program (e.g., the value of play, reading instruction, and early writing). Although an extensive bibliography of children's literature is included, no resources or programs regarding parenting and parent education are cited (Eden 1983).

An important recognition of parents' capacity to effectively teach their children in the home was made by the provincial courts in 1984. The case concerned a parent in Port Rexton who had removed his child from school and had provided instruction at home through the use of a home-based correspondence program developed by the Department of Education in Manitoba. The individual was subsequently charged and convicted. In an appeal, however, the courts ruled that parents have the ability to provide efficient instruction in the home. This was supported by the fact that the child involved had excelled in all subject areas tested by the school (Evening Telegram, 20 November 1984).

The case pointed, perhaps, to a growing awareness, at least by some parents, of the need for greater involvement in their children's education.

An extensive study on the school drop-out problem that same year recognized the important role of those parents who utilize the school system to educate their children. The report recommended that the province's Federation of Home and School Associations and the Newfoundland Teachers' Association develop a public relations program directed at parents to assist them in becoming more supportive of keeping their children in school (Committee to Study School Retention 1984).

Perhaps the most productive time in terms of the provision of parent education resources and programs of the entire period under study was the year 1985.

The Kindergarten Curriculum guide was published and included a chapter on parental involvement. The four-page chapter outlined the benefits of parent involvement for children, parents, and teachers. Additionally, it suggested possible approaches to parent involvement. These included a preregistration program of personal contact with parents by letter, telephone, or home visit; a prepared parent handbook; a teacher-talk on the kindergarten program; displays of children's projects, books, learning games, and toys; and audiovisual presentations. A second program of activities was recommended upon the child's entry into school (e.g.,

a second handbook; monthly parents' day; parent-teacher conferences; a kindergarten newsletter; parent resource center; teacher home visits; parent volunteers; and parent education workshops and conferences). The guide, however, listed in its bibliography only two resources regarding parent education (Case *et al.* 1985).

A more extensive and detailed set of resource materials was provided by the Preschool Parent Resource Package. The guide contained a set of materials to use in in-servicing parents on school readiness. The package included information on defining school readiness; planning a parent in-service program; suggestions on working with parents; the role of the parent in school readiness; the importance of the early years; a rationale for working with parents; a sample handbook; suggested books, records, and tapes for children; and audiovisual resources (Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package 1985). Although this document represented the most comprehensive resource produced in the history of parent education in the province, it tapped only a small portion of existing materials and programs, particularly those which have been developed in the United States.

A similar but less detailed resource was provided by the Working Committee to Establish Guidelines for Early Childhood Centers in the Province. It consisted of a

chapter concerned with a variety of ways to inform and involve parents, e.g., notices, newsletters, meetings, and workshops (Working Group to Establish Guidelines for Early Childhood Centers in the Province 1985).

Print resources were produced in 1975 by the Newfoundland Teachers' Association publication of three pamphlets designed to aid parents in caring for young children. They were: "Child's Play Is Serious," "Parents Are Teachers Too," and "Those First School Days" (Handrigan 1985).

In summary, the history of parent education and involvement in the province is a brief one. It is characterized by a great deal of advocacy (i.e., toward the end of the 1970s and into the 1980s) but little real action in terms of program development and implementation, and thus the need for additional resources is suggested.

Designing a Parent Education Program: Considerations Regarding Content and Form

The difficulty in selecting appropriate content and effective format in terms of parent education programs has been underscored by a number of writers (Brim 1965; Brophy, Good, and Nedler 1975; Croake and Glover 1977; Dubanoski and Tanabe 1980; Encyclopedia of Educational Research 1982; Enzer 1975; Johnson *et al.* 1973).

The degree of effectiveness of specific approaches, the needs of the individuals involved, and the availability

of appropriate materials and resources have been suggested as potential considerations to be made in terms of the design of a parent education program.

Brim has stated, however, that there is virtually an absence of data on the effects of different methods of parent education and their usefulness in achieving goals and objectives under different conditions, content, and clientele (Brim 1965).

Becher, in writing for the Encyclopedia of Educational Research, concurs and states that:

Although the overall effect of several types of parent education has been supported, there has been relatively little systematic examination of the significance of the varied specific facets of the programs.
(Encyclopedia of Educational Research 1982:1379).

Johnson et al. comment that:

The development of programs designed to help people achieve long-range educational goals is difficult and there is much about the process that is unclear. The choice to be made between the many content areas and processes calls for a degree of knowledge that is not available. (Johnson et al. 1973:2).

Since research does not provide the extensive and definitive data needed to select program content and format, a number of writers have suggested that such decisions be based on the needs of individuals to be involved in the programs (Brim 1965; Brophy, Good, and Nedler 1975; Carson 1971; Croft 1979; Enzer 1975; Hodgden et al. 1974; Lane 1975; O'Connell 1975; Seely 1958; Umansky 1984).

O'Connell states, for example, that teachers must have knowledge about parents and their problems in order to

be effective parent educators (O'Connell 1975).

Similarly, Lane concurs and suggests that "Programs for educating parents must be 'tailormade.' They must be built out of the expressed or repressed needs of the participants" (Lane 1975:6). For as Enzer suggests, "What may be important goals and objectives for one group of parents may have little meaning for another group of parents" (Enzer 1975:15).

Hodgden et al. infer the importance of parent involvement in program planning and state that even a traditional approach such as the evening meeting

. . . will be effective only to the extent that it meets needs felt by the parents. Programs need to be set up based on suggestions by parents as to what they would really like to see and hear. (Hodgden et al. 1974:423-424).

Kelly reiterates the necessity of parental input in program design in commenting that:

No matter how experienced the teacher and how careful the preparation and presentation of selected subject matter, if parents are not personally involved with the subject or are preoccupied with overriding concerns, the experience will be a mere academic exercise. Therefore, parents should define the curriculum through an initial needs assessment . . . (Kelly 1981:29).

Croft suggests that a needs assessment could be accomplished "through discussion or use of a survey questionnaire" (Croft 1979:66), while Enzer advocates the use of "verbal or written comments from parents" or the formation of a "parent advisory group" to direct the planning of such programs (Enzer 1975:15).

Brim, however, suggests that the content of parent education programs can be "derived from the observation and analysis of specific children" (Brim 1965:152). In such an approach, educational programs could be developed to meet specific needs of particular children. This would be accomplished by educating their parents, who would subsequently implement some type of program with them at home.

Brophy, Good, and Nedler summarize the previous points:

Clearly there is no such thing as the program for working with parents. . . .

Parent programs like all other phases of the preschool program need to be geared to local needs and restraints. . . . Parents are individuals with widely differing needs and interests. . . . Parents' programs are often less effective than they might be because they have only one program agenda. (Brophy, Good, and Nedler 1975:316-317).

Thus, it would appear that the determination of needs of both parents and children represents an important consideration in the planning of an in-service program for parents and that a needs assessment procedure should be incorporated into the design of the proposed program.

Additional direction in terms of program design is provided through the review of child development research and the literature related to parent education. A number of important themes emerge which provide guidance in terms of content selection.

Considerations Regarding Content

Since the early years (i.e., birth to age eight) have

been recognized as a critical period in terms of child development (Bloom 1964; Erickson 1963; Hunt 1961; Skeels 1966), and since it has been suggested that early development of learning processes sets the stage for later learning (Bielawski 1973; Cave 1970; Hunt 1964a), knowledge related to child development becomes essential.

Thus, in facilitating children's growth, parents need to be exposed to content concerned with how children grow, develop, and learn (Auerbach 1968; Brim 1965; Carson 1971; Clarke-Stewart 1977; Derevensky 1981; DiSibio 1984; Evans 1975; Gans, Stendler, and Almy 1952; Hofmeister 1977; Honig 1979; Hough and Stevens 1981; Kerckhoff 1977; Lane 1975; Swick, Hobson, and Duff 1979; Widmer 1963). Such information is essential to parents' determination of realistic and appropriate expectations for their children, so that undue pressure to learn and achieve is not exerted upon them (Larsen 1982; Price 1971; Widmer 1963).

Subsequently, parents must be made aware of the experiences, either real or vicarious, that foster and encourage various aspects of child development (Bell 1972; Bruinsma 1978; Derevensky 1981; Edmonton Social Planning Council 1982a; Enzer 1975; Evans 1975; Gordon 1976; Hofmeister 1977; Honig 1979; Jelinek 1975; Lane 1975; La Pierre 1979; Punjari 1980; Schaefer cited in Honig 1972; Smythe 1972). A number of writers emphasize the important role which parents need to play in terms of language and reading

development (Anselmo 1978; Biber 1967; Bruinsma 1978; Cazden 1972; Criscuolo 1974; Cullinan 1983; Deverall 1974; Enzer 1975; Flippo and Branch 1985; Levenstein 1971; Lukens 1973; Reid 1968; Wrigley 1978): hence, the need for information regarding appropriate experiences related to these two specific areas of development.

In attempting to provide a wide range of experiences for their children, parents will frequently assume the role of teacher; thus an additional need for information regarding appropriate teaching behavior is necessary (Koller and Ritchie 1978; Olmsted, Webb, and Ware 1977).

Since parents need to facilitate the transition and adjustment of their children to the school situation, information concerning the demands which will be placed on their children in terms of regulations, routines, course objectives, and teacher expectations is essential (Child Care Task Force 1973; McGeeney 1980; Smith 1978; Widmer 1963).

Similarly, since a number of writers emphasize the importance of developing a positive relationship with the school (Brophy, Good, and Nedler 1975; Cave 1970; Herwig 1972; Moeller 1971; Sayler 1971; Smith 1978; Umansky 1984), parents need to be made aware of the range of possibilities for increased involvement in their child's education.

Honig summarizes some of the specific areas of content necessary in a parent education program. They include

knowledge about child development (both emotional and cognitive); observational skills; alternative strategies for problem prevention and discipline; knowledge about how to use a home as a learning environment for children; language tools and story-reading skills; and an awareness of being the most important early teacher of the child (Honig 1982).

Schaefer presents a similar list of objectives for family-based programs, e.g., increase the level of consciousness of parents, make them aware of their importance in the child's life, help them to obtain the information they need, and make them aware of community resources they can use to educate their children (Schaefer cited in Honig 1982:427).

Lane concurs and states:

Parents of preschoolers need to have an understanding of what children at this age are like; their behaviour patterns; their needs and developmental tasks; their physical . . . cognitive and language, psychological and social development as manifested by their behaviour.

Parents will also want to know what community resources are available. (Lane 1975:20).

A number of writers suggest that teacher need should be an additional consideration in terms of program planning, as teachers have specific information which they wish to share with parents or retrieve from them (Cave 1970; Champagne and Goldman 1972; Fredericks 1984; Gallup International 1969; Herwig 1972; Rowen, Byrne, and Winter 1980; Umansky 1984; Waksman 1975).

A survey by Gallup International of 551 first-grade teachers in 26 American cities indicates, for example, that teachers had a number of particular areas of concern. Among those considered important by teachers were: stressing the importance of reading to children and providing them with a wide range of reading material; encouraging parents to talk with and listen to their children and answer their questions; advocating children's exposure to a wide range of experiences (e.g., visiting parks, museums, and zoos); stimulating the child's interest in learning; and creating an appropriate learning atmosphere in the home and at school through good family relationships and positive attitudes toward school (Gallup International 1969).

A study conducted by Carson to determine the areas basic to meaningful preparation of preschool children revealed that government, private, and commercial agencies felt health care, language development, perceptual-motor development, quantitative concept development, and social development were important areas of focus. Head Start and first-grade teachers surveyed in the same study suggested, as being essential, topics such as language development (i.e., talking with the child, identifying objects, answering questions, and reading to the child), health practices (i.e., cleanliness, dental care, and nutrition), and readiness skills such as knowledge of color, shape, size, and number (Carson 1971).

The Provincial Kindergarten Committee stressed the importance of child assessment in terms of initial parent involvement (Provincial Kindergarten Committee 1981).

Additional insight into teacher need will be provided by the survey of the province's kindergarten teachers. The results contained in Chapter Four will be coordinated with the suggestions contained in this chapter in order to determine appropriate content.

In summary, then, the areas of content which have been considered important and appropriate for inclusion in an in-service program for parents of pre-kindergarten children are as follows: (1) knowledge related to child growth, development, and learning; (2) information concerning realistic expectations at specific stages of development; (3) awareness of appropriate pre-kindergarten experiences, particularly those related to language and reading development; (4) knowledge of appropriate teaching behaviors and styles of parent-child interaction; (5) knowledge of resources to aid in parenting; (6) knowledge of the kindergarten program's goals, objectives, and content; (7) knowledge of school organization and policy; and (8) awareness of positive home and school communication and interaction.

Since the in-service program is to be implemented by kindergarten teachers, additional areas of content become important in addressing their specific needs in carrying

out a parent education program. Thus, teachers require (1) a procedure to assess parental and child need; (2) information regarding the specific areas demonstrated as being important to parents; (3) knowledge of an appropriate format for addressing parent needs and in providing them with necessary information and guidance; and (4) awareness of the wide range of resources available regarding parent education and involvement programs.

Weikart has summarized the teacher's role in the provision of programs for parents as one of facilitator rather than expert, for he suggests that:

The principal lesson to be learned by teachers from parents is that the teacher's role is to provide services to parents rather than "expert" translation of middle class social wisdom into universal child-rearing practices. (Weikart 1971:135). (Italics mine.)

Gray alludes to the particular importance of teachers providing

. . . more options for the mother to enable her both to take advantage of the options that are available and to develop new ones for herself. Some of these options relate to her whole life circumstances. Many of the objectives . . . have relevance to her interaction with her child and her increasing ability to shape the child's behaviour rather than simply to cope with it from minute to minute. (Gray 1971a:110). (Italics mine.)

Suchara points out that:

While parents need help in establishing an effective environment, teachers need guidance in working in an alliance with parents. This dual challenge constitutes an ambitious, but necessary goal, which calls for a total school/community program to be organized and implemented. (Suchara 1982:132).

Thus, in designing the format of the proposed parent in-service program, consideration must be made of the dual needs of teachers and parents, particularly in terms of facilitating the sharing of information, the development of positive interaction, and the provision of resources extending beyond the scope of the in-service program.

Considerations Regarding Format

An extensive range of possibilities exists in terms of the format parent education programs can assume (Abidin 1980; American Educator's Encyclopedia 1982; Auerbach 1968; Brim 1965; Canino and Reeve 1980; Cary and Reveal 1967; Croake and Glover 1977; Cyster, Clift, and Battle 1979; Derevensky 1981; Dinkmeyer and Carlson 1973; Edmonton Social Planning Council 1982a; Encyclopedia of Educational Research 1982; Fine 1980; Ginott 1969; Graziano 1977; Honig 1979, 1982; Tizard, Mortimore, and Burchell 1981). Brim's review of studies relating to the effectiveness of certain forms of presentation (e.g., mass media, counseling, group discussion) was inconclusive. He did, however, infer that:

. . . in any given instance changes are too small to be measured, but that they are cumulative, so that exposure of parents to a variety of educational events, for example, not to just one pamphlet or one study-group session, but to dozens of pamphlets, and discussions over time, produce cumulative changes in parent behaviour. (Brim 1965:313).

Rowen, Byrne, and Winter have suggested the importance of appropriately selected strategies for different parents.

They suggest that teachers need to be concerned with choosing techniques which "match" the individual teacher-parent-child relationship, as what may be an effective approach in working with one family may not be suitable to another (Rowen, Byrne, and Winter 1980).

A number of writers comment on a variety of approaches which can be considered in developing an appropriate format for the proposed program.

The Kindergarten Curriculum Committee of Saskatchewan suggests that:

Traditionally, the scope of parent involvement was somewhat limited and took the form of interviews and occasional meetings. However, we believe that in order to effectively guide a Kindergartner in a meaningful way, the teacher must extend the scope of parent involvement. There are varied forms of exchanging information: preregistration, registration, conferences, presentations on the Kindergarten program by teachers, paying visits and others . . . (Kindergarten Curriculum Committee 1974:56).

Mallory points out that:

Parent education programs should be available from the pre-natal period until the child is two or three years old, and should rely more on demonstration and interaction than group lecture or printed material.
(Mallory 1973:26).

Brim advocates the use of "a number of consecutive sessions [meetings] without lengthy intervals between them," since it takes time for a group to develop the ability to function and learn together. As well, such an approach provides the opportunity for "organizing new knowledge and developing a consistent point of view" (Brim 1965:217).

A study by the Edmonton Social Planning Council suggests that "A wide variety of educational approaches should continue to be made available to parents wishing to learn more about parenting." These include group approaches, e.g., presentations and discussions; mass media approaches, e.g., television and mailed materials; and individual approaches, e.g., home visiting (Edmonton Social Planning Council 1982a).

A number of writers allude to the importance of parent orientation sessions or workshops, for as Read states, "Parents need an introduction to the school just as much as the school needs an introduction to parents" (Read 1979: 26). See also Case et al. 1985; Croft 1979; Educator's Encyclopedia 1961; Gonder 1977; Herwig 1982; Provincial Kindergarten Committee 1981; Rowen, Byrne, and Winter 1980; Smith, Krouse, and Atkinson 1971; Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package 1985.

Rowen, Byrne, and Winter suggest that a parent cannot be expected to endorse the unknown, and thus the first step in creating a positive parent-teacher relationship is the establishment of open lines of communication such as those provided by a parent orientation program (Rowen, Byrne, and Winter 1980). They further state that such a program could be held at the beginning of the year and deal with the philosophy, goals, and expectations of the classroom

teacher for the year. Suggestions as to things parents might do at home with their children may also be included (Rowen, Bryne, and Winter 1980:313).

Smith, Krouse, and Atkinson underscore the importance of such sessions, for they state: ". . . time devoted to orienting pupils and parents is well spent, for it clears up many misunderstandings about the school and school program" (Smith, Krouse, and Atkinson 1961:95). They go on to outline the format of such programs:

During the registration period for youngsters entering kindergarten . . . many schools have established parent-study groups to orient parents to the regulations, policies and procedures of the school and to explain curriculum. Workshops are held by many schools comprising several sessions where guest speakers, consultants, parents and school staff members discuss in a variety of ways the characteristics and needs of the primary grade child, the child's new environment in school and ways in which home and school can best cooperate in the total education of the child. (Smith, Krouse, and Atkinson 1961:96).

A number of writers advocate the use of workshop sessions with parents to explore additional topics, such as reading readiness and beginning reading (Bruinsma 1978; Criscuolo 1974; Doersch 1957; Elinsky, Farrell, and Penn 1955), language development (Knipers, Boger, and Beery cited in Honig 1979), behavior modification techniques (Pinsker and Geoffroy 1981), nutrition (Hinze 1980), toy-making (Badger 1972; Lane 1975), parental worry (Downing 1974), organizing and implementing curriculum (Lucas, Lusthaus, and Gibbs 1978-79), as well as sessions which deal with a combination of topics (Burgess 1977; Edmister 1977; and

Histed 1983).

Kindred, Bagin, and Gallagher suggest that in-service training can be either direct, such as workshops, meetings, and conferences, or indirect, such as handbooks, bulletin boards, exhibits, and subscriptions to publications (Kindred, Bagin, and Gallagher 1967).

Several writers stress the importance of a parents' handbook as an important technique for educating and informing parents (Audain 1982; Case *et al.* 1985; Criscuolo 1974; Croft 1979; Eden 1983; Educator's Encyclopedia 1961; Kossow 1957; Kroth 1972; Lewis and Morrow 1985; Massoglia 1977; National Association of Elementary School Principals and National School Public Relations Association 1972; Rowen, Byrne, and Winter 1980; Savage 1957; Turner 1980; Widmer 1963; Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package 1985).

Lewis and Morrow suggest that preparation of a handbook for parents is the first step in helping them develop an understanding of the education program. They state that:

This resource for parents [i.e., the handbook] should include information about pre-reading and reading readiness skills, methods used to teach reading . . . and definitions of terms used in reading and math . . . lists of recommended trade books for children are valuable also. (Lewis and Morrow 1985:18).

Rowen, Bryne, and Winter comment that:

Some schools provide handbooks which contain information about the school's philosophy, its population, a list of staff and personalities, sample daily schedules, and other practical details about school life. Such a handbook may be given out to parents when they pre-register their children, or may be distributed at a teacher's orientation meeting. In this case teachers might take some time to go over the information, stress procedures for contacting the school, attending meetings and ways to become involved. School handbooks may be prepared by school personnel, by parents, or preferably by a committee representing both. (Rowen, Byrne, and Winter 1980:113-114).

Croft attests to the value of the handbook by suggesting that although general orientation sessions provide opportunities for asking questions about the school, "parents appreciate having information in printed form so they can refer to it from time to time" (Croft 1979:25).

Although some writers have pointed to specific formats for educating parents, others feel such decisions should be based on the opinions of parents (Brim 1965; Brophy, Good, and Nedler 1975; California State Department of Education 1972; Croft 1979; Pinsker and Geoffroy 1981; Seely 1958; Swick, Hobson, and Duff 1979).

Brim suggests that "It is the parents themselves who can show us the way if we will listen . . ." (Brim 1965: xii).

Seely points to the importance of a number of considerations, including parent need, by stating:

There is some evidence to suggest that greatest satisfaction occurs where the approach is relatively informal and flexible and where discussion is directed toward problems which parents themselves identify . . . (Seely 1958:384-385).

The results of the needs assessment conducted by the researcher among kindergarten teachers in the province will provide additional guidance in the selection of an appropriate format for the proposed program. The suggestions of respondents will be contained in Chapter Four. Chapter Five will coordinate the information presented in the literature review and the survey.

Although a number of approaches as to the methods to be used in conducting in-service education with parents have been advanced, no specific format for educating parents of pre-kindergarten children has been outlined in the research literature. Brophy, Good, and Nedler do, however, offer an interesting series of suggestions which could be adapted to provide the basis for designing a parent in-service program. They comment that a general orientation to school facilities and program goals, the creation of a parent advisory group, conducting a needs assessment to identify parent interests or problems, discussions, demonstrations, and observations are all important elements in the preliminary involvement of parents in the school program (Brophy, Good, and Nedler 1975).

Thus, a suggested format which could be followed in the proposed program might include: (1) an orientation workshop for parents, followed by the distribution of a parent handbook and related literature; (2) evaluation of the orientation workshop and the distribution of a survey

to determine additional parental need; (3) observation and assessment of the pre-kindergarten child to determine if specific programs need to be planned for individual or small groups of parents; and (4) provision of additional programming to parents to aid them in childrearing based on assessed need.

Such an approach provides the opportunity to meet a wide range of needs. As well, since parents can be exposed to varied content and technique, they will be able to make more informed choices as to the kind of additional information and programming they see as being essential for effective parenting.

Tavormina has suggested the value of a combination approach:

No single group or time-limited intervention, no matter how effective, can solve problems that have taken years to develop, consequently, the combination format attempts to build a foundation upon which other more specific intervention can be based. . . . the combination method [e.g., the orientation workshop] serves as a general introductory course; more advanced courses can be taken if other problems arise. (Tavormina 1980: 146).

Thus, the proposed program will represent a combination or synthesis of the suggestions regarding content and format selection found in the literature and supported by the survey data from the province's kindergarten teachers. It is clear that in addressing the needs of children, parents, and teachers through the medium of in-service, a wide range of options will be necessary (Gray 1971; Martin

1975) (*italics mine*): hence, the proposed program will be entitled Options: A Program for In-Servicing Parents of Pre-Kindergarten Children.

Summary

This chapter has presented a review of the literature pertaining to parent education. Initially, the historical context of parent education was described through an exploration of the evolution of the concept of childhood. It produced evidence of the development of increased sensitivity and recognition of children's needs over time, which led in the twentieth century to the emergence of programs to assist parents in raising their children more effectively. Additionally, the chapter demonstrated that an extremely wide range of programs and techniques exists to educate, inform, and involve parents. The positive effects of selected programs were established. As well, the generalized need for such programs and techniques was expressed. A number of writers advanced important considerations in terms of the content and format parent education programs should embrace.

Although the review of literature pointed to the need for the development of a parent in-service program in Newfoundland and Labrador, the researcher decided to seek additional support for the concept through the administration of surveys to district school superintendents and kindergarten teachers in the province. Chapter Three will

discuss the study in terms of its design, samples, instrumentation, methods and procedures, and data analysis. A summary will conclude the chapter. The results of the survey will be reported in Chapter Four.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to consider the need for, and the nature of, an in-service program for parents of pre-kindergarten children in the province of Newfoundland and Labrador. The program was designed to enhance parents' abilities to exert positive influences on their children's growth and development and thus help to ensure the maximization of their children's potential.

Research has documented the necessity for the increased involvement on the part of educators in providing knowledge and support for today's parents, particularly during the early years of their children's development (Andrews 1976; Bell 1976; Bond 1973; Bruinsma 1978; Cave 1970; Central Advisory Committee 1967; Child Care Task Force 1973; Christiansen 1969; Croft 1979; Duckworth 1958; Filipczak, Lordeman, and Friedman 1977; Gordon 1976; Herwig 1982; Hess and Shipman 1968; Karnes 1972; Kelly 1981; Lane 1975; Lapides 1980; LaPierre 1979; Levenstein 1970; Lillie 1975; Lombard 1973; Morrison 1978; Rowen, Byrne, and Winter 1980; Sayler 1971; Schaefer 1972a; Sharrock 1970; Winter 1985; Wrigley 1978; Zwick 1974). Therefore, the researcher

viewed as ideal the involvement of kindergarten teachers in the development and implementation of such a program.

A number of additional factors supported this decision.

Firstly, kindergarten teachers, through their education and work, have a degree of expertise and experience in the field of early childhood education (Bond 1973; Evans 1982). Secondly, they are knowledgeable of the kindergarten program's content, its goals and objectives (Smith, Krouse, Atkinson 1961:v). Thirdly, as teachers they are accustomed to dealing with parents on both an individual and a group basis. Fourthly, in the course of their teaching careers, kindergarten teachers are exposed to a diversity of in-service educational programs. At times, these teachers are not only the passive participants in such in-service programs but have been actively involved in their development and implementation and therefore can bring a degree of proficiency to the task of in-servicing parents.

Further consideration rests in the possible benefits of parent-teacher interaction, such as parent in-service resulting in more knowledgeable and informed parents and the consequence of this on children's preparation for initial entry into school.¹ Also, there exists the

¹The Newfoundland Teachers' Association Curriculum Sub-Committee (1980) report entitled "The Unprepared Five Year Old: Some Solutions to His Problem" and the findings of the survey of 150 kindergarten teachers in the province by the Provincial Kindergarten Committee (1981) (the latter

potential for improved parent-teacher relationships in terms of more clearly defined reciprocal expectations. Doersch has suggested that it is "only natural for our teachers to originate the idea of having a teacher-parent workshop to inform parents of the work done in school" (Doersch 1957:192).

The selection of early childhood educators, such as kindergarten teachers, to encourage parental involvement through programs such as parent in-service has been supported by a number of researchers and writers (Case et al. 1985; Eden 1983; Carson 1971; Tizard, Mortimore, and Burchell 1981).

A study done in Newfoundland by Wrigley, which sought to improve the language development of kindergarten students through the use of a program implemented by parents, utilized third-year university social work students as intervenors or instructors of parents. In his conclusions, Wrigley suggested that the use of social work students as intervenors may have been a contributing factor to the lack of significance achieved by the study (Wrigley 1978). One might infer that kindergarten teachers could possibly have been a more appropriate group to be involved in such intervention with parents; hence, the choice of that group as

indicating 15 to 20% of kindergarten students come to school unprepared for the task at hand) document teachers' own concern for those students who have difficulty coping with their first year of school life.

the major sample for this particular study.

Chapters One and Two of this thesis examined the factors which substantiate a need for parent education programs and surveyed a variety of parent education programs to ascertain their effects upon aspects of child development. Although the researcher made a deliberate effort to review a broad base of research, the sources quoted are primarily American and secondarily British. The researcher found Canadian sources to be limited and those pertaining specifically to the province meager indeed.

Thus, in order to further establish the need for an in-service program for parents of pre-kindergarten children in the province, it was felt that it would be appropriate to sample the total population of kindergarten teachers and determine their opinion as to the existence of the need for such a program and its potential value. Questionnaires were completed by one teacher in each school surveyed.

Since these kindergarten teachers would have intimate knowledge of the kindergarten program, its content and objectives, and as it has been demonstrated that it is important for parents to be aware of such information, it was decided to seek teachers' input regarding the format and content the proposed in-service program should take.

Design

The assessment of the need for the proposed in-service program and the subsequent development of the

program have been based on information gleaned, first of all, through an extensive review of related literature. In accomplishing this review, the researcher undertook two computer searches of ERIC holdings and a review of serial and periodical holdings at Memorial University of Newfoundland's Queen Elizabeth II Library (particularly those of the Center for Newfoundland Studies, the Curriculum Materials Center, the Center for Audio-Visual Education, and the Library Audio-Visual Resources Center). As well, the Newfoundland Teachers' Association librarian and Professional Development Officer were contacted for additional sources of information. Access to all Canadian teacher organizations and pertinent Canadian material was provided through contact with the Canadian Teachers' Federation Library in Ottawa. Extensive use of the Inter-Library Loans service of Memorial University of Newfoundland made it possible to add to the review a number of North American and European sources which were unavailable in the province.

Thus, articles, journals, pamphlets, books, reports, newspapers, microform reproductions, and unpublished sources served as the basis for preliminary investigation of need and the determination of a framework for the development of the proposed in-service program.

Secondly, "since the needs of a group are generally determined through discussion or use of surveys or

questionnaires" (Croft 1979:66), the researcher conducted two surveys. The researcher surveyed thirty-four of thirty-five superintendents of school districts in the province as to their district's policy with regard to: parent education and involvement, information on programs and practices dealing with parent education that had been tried or were currently being used within their respective districts, and their personal comments with regard to the subject of parent education.

Thirdly, a survey instrument was constructed and administered to a sample population of kindergarten teachers in the province.

Fourthly, a series of interviews was conducted among the various agencies (e.g., Department of Health, Department of Social Services) involved in the care and education of the young child, to ascertain the extent of provision of parent education programs in the province.

Based on the data accumulated from all four sources, an in-service program for parents of pre-kindergarten students was developed. A detailed report concerning the procedures used in structuring the parent in-service program (i.e., the criteria for its development, the selection of its content, and the compilation of the program handbook) is contained in Chapter Five.

The remainder of this chapter will deal specifically with the nature of the problem, the populations to which

the surveys were administered, the development of the survey instruments, the methods and procedures undertaken during data collection, and the data analysis, given the information collected.

The Problem

The problem as posed by the study had two distinct dimensions:

1. To assess the need for an in-service program for parents of pre-kindergarten children in the province of Newfoundland and Labrador.
2. To develop an in-service program for parents of pre-kindergarten children in the province of Newfoundland and Labrador.

The investigation of the main problem through the medium of the survey questionnaire required the researcher to state a number of specific research questions or sub-problems, first of all to support the need for such an in-service program, and secondly, to clearly delineate the program content and format.

Sub-Problems

In the determination of need, the researcher felt it necessary to explore current involvement in parent education by school boards, individual schools, and individual teachers in the province. The level of concern for the provision of parent education programs was also

investigated.

As the review of related literature suggested that a disadvantaged socio-economic environment had detrimental effects upon children (Bloom, Davis, and Hess 1965; Davidson 1950; Deutsch 1963; Douglas 1964; Fraser 1971; Hess and Shipman 1965; Hill and Rowe 1983; Mastropietro 1980; Passow 1970; Taylor 1976), it was necessary to assess the educational, economic, and occupational characteristics of parents served by the respondents in the study, particularly since research demonstrated that positive and lasting effects could be achieved by parent education with parents and children from disadvantaged environments (Bronfenbrenner 1974a).

Kindergarten teachers' perceptions of current levels of parental involvement and awareness, of parents' ability to be effective teachers of their own children, and of the value of a program designed to aid parents in that task were also explored.

Similarly, in order to determine the content and format of the in-service program, kindergarten teachers' perceptions as to effective techniques and approaches to be used with parents were examined. Teachers also expressed their opinions as to the appropriateness of a workshop format in educating parents and a handbook as a delivery mode for the information kindergarten teachers would need in developing their in-service programs. Thus, the following

sub-problems were posed. The parameters established to determine the need for and design of the program follow each sub-problem.

School District Policy Regarding Parent Education

1. What are the policies and programs of school districts in the province with regard to parent involvement and parent education?

A large number of respondents, that is, over 75%, indicating a lack of policy and provision of program in the area of parent education will substantiate the need for such a program--as well as the need for policy development throughout the province.

Current Parent Involvement

2. What is the extent of Parent-Teacher Associations and other parent-teacher groups in the province?

A large number of respondents, that is, over 75%, indicating a lack of parent-teacher groups will indicate support of the idea of increased parental involvement through parent education.

3. What are the aims and objectives of parent-teacher groups in the province?

A large number of respondents, that is, over 75%, indicating aims and objectives unrelated to increasing parent involvement and to providing parent education services will suggest the need for the program proposed.

4. What parental involvement activities are currently characteristic of the schools in the province?

Respondents showing a narrow range of parental involvement activities (that is, over 75% of respondents indicating four activities or less as being characteristic of their school's program) will indicate a need for additional approaches to parent involvement such as a parent education program. As well, a large number of respondents, that is, over 75%, indicating that their parent involvement activities were of low educative value for parents (e.g., open house/parent visitation, informal chats, school or class newsletters, phone contact) will further support the need for the program.

Socio-Economic Characteristics of Parents

5. What are the educational, economic, and occupational characteristics of the parent population served by the teachers involved in the study?

Characteristics of the parent population are indicative of the level of advantage or disadvantage of the home learning environments of children. A parent population characterized by low levels of educational achievement (that is, over 75% of parents being categorized as educated to uneducated), high unemployment (that is, over 75% of communities being characterized as having more than 20% of parents unemployed and/or receiving social assistance), and low status occupational levels (that is, over 75% of parents ranging from mainly skilled/semi-skilled to largely non-professional) will suggest a need for support services such as parent education programs.

Parental Awareness

6. What has been kindergarten teachers' experience regarding parental awareness of:
 - (a) kindergarten goals and objectives?
 - (b) kindergarten program and curriculum?
 - (c) early childhood developmental levels?
 - (d) appropriate early childhood experiences?
 - (e) ways of aiding pre-kindergarten children's development at home?
 - (f) resources available to parents to aid in parenting?
 - (g) the importance of good home and school communications?

Respondents indicating over 75% of parents as being moderately aware to totally unaware of the individual areas listed from 6 (a) to (g) will demonstrate a need for increased parental awareness through a parent education program. In addition, such responses have implications for the development of the in-service program.

Parent Effectiveness in Fostering Pre-Kindergarten Readiness

7. What are the attitudes of kindergarten teachers in the province with regard to parents' effectiveness as teachers of their pre-kindergarten children?

The need for a program designed to in-service parents will be supported by the belief of teachers that parents can, indeed, be effective teachers of their pre-kindergarten children. A large number of respondents, that is, over 75%, indicating that parents can be effective teachers will be sufficient to recognize the value of such a program.

8. What have been the observations of kindergarten teachers in the province with regard to parent involvement in fostering pre-kindergarten readiness?

A large number of respondents, that is, over 75%, indicating a lack of parent involvement in fostering pre-kindergarten readiness will suggest the need for a parent education program designed to aid parents in this task.

9. What are the perceptions of teachers with regard to parents being helped to improve their competence as parents and teachers of their own pre-kindergarten children?

In order to justify the development of a parent in-service program, the potential for positive change must exist. Over 75% of respondents indicating that parents can be helped to improve their competence as parents and teachers of their own pre-kindergarten children will endorse the concept of a parent education program aimed at that objective.

Current Parent Education Programs and Techniques

10. What is the current level of provision of parent education techniques and programs by teachers in the province for parents of pre-kindergarten children?

Over 75% of respondents indicating a lack of parent education services in the province will justify the need for the proposed program.

11. What has been the past experience of kindergarten teachers in the province with regard to their utilization of parent education programs and/or specific educational techniques with (a) parents of

pre-kindergarten children and (b) the parents of children of other ages?

A large number of respondents, that is, over 75%, indicating a lack of previous knowledge of and experience with provision of parent education programs and techniques will suggest that it is a relatively new phenomenon and that there exists a need for such programs to be developed as a resource base for teachers attempting to provide in-service for parents.

12. What is the origin of initiation of current parent education techniques and programs in the province?

Respondents (greater than 75%) indicating that a large number of programs were initiated by individual teachers will demonstrate that the in-servicing of parents is not a widespread activity supported by school or district policy; rather it is, for the most part, a series of activities or programs set up on an ad hoc basis by individual teachers without specific administrative direction.

The lack of consistent policy and programming throughout the province will suggest that a program needs to be developed which reflects the concerns of this broad population base of kindergarten teachers.

13. What are the characteristics of the parent education programs and techniques offered to parents by kindergarten teachers in the province?

The need for the development of a parent in-service

program will be further supported based on a large percentage, that is, over 75%, of respondents indicating that their parent programs or techniques served a function other than educating parents about goals, objectives, stages of development. Rather, they were designed to gather information through registration procedures, to allow assessment to take place, to orient the child.

14. What is the level of response by parents to the current parent education programs and techniques utilized by kindergarten teachers in the province?

Over 75% of respondents characterizing parents as being extremely positive to positive will indicate strong parental support of such programs. Further, it will demonstrate that not only kindergarten teachers but parents recognize the necessity and value of such programs.

15. What are the formal and informal observations of kindergarten teachers in the province as to the results of their parent programs on (a) parents; (b) children; and (c) inter-personal relationships with parents?

The need and value of a program such as the proposed in-service program for parents of pre-kindergarten children will be supported by a large number of respondents, that is, over 75%, indicating their programs to be beneficial in each of the three categories described in sub-problem fifteen.

Proposed Parent Education Program

16. What is the current level of concern of kindergarten

teachers in the province for increased parent education and involvement in relation to the total kindergarten program and school situation?

A large number of respondents, that is, over 75%, who indicate a range of opinion from moderate to greatly concerned will demonstrate the desire of kindergarten teachers in the province to have such a program. Since the provision of a parent education program is being compared to all other facets of the kindergarten curriculum, it will also, establish the priority kindergarten teachers place on the development of such a program in relation to all other needs they have as teachers of kindergarten.

17. What are the opinions of kindergarten teachers as to an in-service session (workshop) being an effective means of helping parents improve their ability to teach their own pre-kindergarten children?

Over 75% of respondents indicating a positive viewpoint will support the need for the development of such a program.

18. What are the perceptions of kindergarten teachers with regard to the usefulness of knowing how to conduct in-service with parents of pre-kindergarten children?

A large number of respondents, that is, over 75%, indicating the importance of knowing how to conduct in-service will strongly suggest the need to develop such a program.

19. What are the feelings of kindergarten teachers in the province regarding the perceived value and

effect of the development and implementation of a parent in-service program?

It is important to determine the perceived worth and value of such a program for the teacher, the parent, and the child.

Value for the teacher will be established by over 75% of respondents indicating that such a program will (a) save time; (b) be a resource to further develop; or (c) other.

Value or possible effectiveness of the program for parents will be supported by a large number, that is, over 75%, of respondents answering in a positive manner regarding the program's potential for (a) improved parent understanding of the school program and its objectives; (b) improved parent-teacher relationships; and (c) increased variety, quality, and quantity of home help for kindergarten children.

Similarly, value or perceived effectiveness for children will be substantiated by a large proportion, that is, over 75%, of respondents indicating that there will be (a) significant improvement in the readiness of pre-kindergarten children; (b) more successful kindergarten students; (c) improved social and emotional adjustment of students; (d) improved parent-child relationships.

20. What are kindergarten teachers' opinions regarding the usefulness of a teachers' handbook in outlining the process for implementing the proposed in-service program?

A large percentage, that is, over 75%, of respondents

giving a positive response will suggest that the handbook is an appropriate, effective, and acceptable medium through which information may be conveyed concerning the in-service program.

21. What are kindergarten teachers' opinions concerning the reasons for the handbook's usefulness?

A response by over 75% of respondents showing that a handbook will (a) provide planning and organization, (b) provide a series of ideas to adapt, (c) suggest resources, and (d) other, will indicate that kindergarten teachers see value in having a resource such as a handbook.

22. What are the perceptions of kindergarten teachers in the province as to the expected level of parental involvement in the proposed in-service program?

Over 75% of respondents suggesting parents would attend such a program will infer parents' acceptance and recognition of the value of the proposed program.

23. What are the opinions of kindergarten teachers as to the reasons for the lack of participation by some parents in the proposed program?

Although the response to this particular sub-problem does not support need, information contributed by respondents will aid the researcher in the development of the program, as there will be an attempt to make positive suggestions to deal with some of these difficulties and thus hopefully increase parent participation. A reason being listed by more than 75% of respondents will be

considered to be of particular importance.

24. What are the feelings of kindergarten teachers as to the attitude of school administrators to the provision of parent in-service programs by kindergarten teachers?

Essential to the successful implementation of any program in the school system is the recognition of its value and the support it receives from the school administration during its implementation. It is important, then, to assess the likelihood of that occurring with the proposed program. Over 75% of respondents indicating that school administrators will encourage and support the implementation of such a program will demonstrate a recognition of its value by school administrators.

25. What are the perceptions of kindergarten teachers regarding the reasons school administrators would not support such a program?

The response to this sub-problem is aimed at the developmental phase of the program. It is hoped that the researcher will be able to abstract the suggested causes for the lack of support which may occur and thus will be able to provide kindergarten teachers with strategies for dealing with these particular problems. Reasons being listed by more than 75% of respondents will be considered of particular importance.

26. What are the opinions of kindergarten teachers regarding the most effective and least effective techniques and approaches to be utilized in the proposed in-service program?

Effectiveness or lack of effectiveness of a technique will be established by 75% or more of kindergarten teachers responding to the question and indicating that the particular technique is most effective to effective or somewhat effective to least effective. Those techniques receiving the highest responses on both the least and most effective categories by kindergarten teachers will be ranked in order of preference. This information is significant to the development of the program, as it delineates the kinds of approaches preferred and seen to be effective by kindergarten teachers.

27. What are the recommendations of kindergarten teachers in the province regarding the areas of content which they feel should be included in an in-service program for parents of pre-kindergarten children?

In developing the parent in-service program, it is extremely important to have direction as to the areas which are, in the opinion of kindergarten teachers, important to include. Responses of teachers will aid in the development of guidelines by which content will be selected for the program. Although the researcher will attempt to respond to all recommendations concerning content, a large percentage, that is, over 75%, of kindergarten teachers indicating the importance of a particular content item will be considered indicative of the emphasis respondents feel certain content items in the program should have, and thus they will become the focus for the program.

28. What have been the reasons for lack of response by parents to kindergarten teachers' attempts to utilize parent education techniques and programs?

In planning a parent in-service program, it is essential to determine some of the reasons why such attempts were seemingly ineffective. Thus, the researcher will attempt to suggest strategies to circumvent some of the difficulties encountered by teachers and hopefully encourage greater parent participation. Over 75% of respondents indicating a particular reason will suggest that it is of particular concern.

29. What were the problems encountered by kindergarten teachers in their attempts to provide parents with an education program?

Essential to the development of a program designed to educate parents is an awareness of the types of problems encountered by kindergarten teachers in their attempts to conduct such a program. The researcher will attempt, in the course of delineating the program, to deal with the problems encountered by teachers. A level of importance of a particular problem will be established by more than 75% of respondents indicating they found it to be a difficulty while attempting to implement a program for parents.

30. What are the opinions of kindergarten teachers in the province regarding the appropriate timing of the proposed parent in-service program?

A large number of respondents, that is, over 75%, designating a particular time--(a) before the child comes to

school; (b) after the child starts school; (c) combination of (a) and (b); or (d) other--will cause that specific time to be considered most appropriate in terms of the suggested timing of the program.

Similarly, those respondents indicating, to a great extent, that is, over 75%, their preference for (a) morning or afternoon or evening and (b) weekday or weekend, will cause the particular categories of their choice to be of primary importance.

31. What are the reactions of kindergarten teachers in the province to critiquing and/or piloting the proposed in-service program?

This sub-problem will provide information as to the relative degree of comfort kindergarten teachers have with regard to the task of critiquing or piloting; a large number of respondents, that is, over 75%, indicating they would be willing to perform these tasks will be considered indicative of the relative degree of acceptance of kindergarten teachers of involvement in such a program.

32. What are the additional areas of concern of kindergarten teachers in the province regarding the kindergarten program?

This research question has been structured in an open-ended fashion so as to permit kindergarten teachers to include any area of concern which may not have been dealt with in the survey. It is also an attempt by the researcher to determine other areas of concern or difficulty which may

impinge upon the effective implementation of the proposed program. Seventy-five percent or more of respondents indicating the same specific difficulty will cause it to be considered a major concern of teacher respondents.

The Sample

The establishment of need for an in-service program for parents of pre-kindergarten children and the subsequent development of such a program required the researcher to undertake a province-wide study of two distinct populations: district superintendents and kindergarten teachers.

To construct the initial list of individuals to be included in each sample population, the Directory of Newfoundland and Labrador Schools, 1983-84 (Division of School Services 1984) was consulted. This document listed all school districts, district superintendents, school principals, schools, school grade ranges, and the partial addresses of all school districts and their respective schools in the province.

Sample One: District Superintendents

Based on information obtained from the Directory of Newfoundland and Labrador Schools, 1983-84 (Division of School Services 1984), the researcher was able to determine that the total district superintendent population consisted of thirty-five individuals. No attempt was made to randomize this population, since it was important to the

assessment of need for the proposed program that the existing level of policy development and actual program implementation of parent involvement/parent education programs at district levels throughout the province be ascertained.

As the researcher consulted extensively with personnel employed by one of the thirty-five school districts during the preparation of the needs assessment instrument and the field testing of specific techniques to be included in the proposed in-service program, that district was excluded from the study.

Thus, thirty-four district superintendents comprised Sample One of the investigation. This population represented the Integrated, Roman Catholic, Pentecostal, and Seventh Day Adventist denominations and was province-wide in geographic scope.

Sample Two: Kindergarten Teachers

Initially the researcher had hoped to survey all teachers in the province involved in the teaching of kindergarten; however, it was difficult to obtain a consistent and accurate account of the numbers of people involved, due to the statistical reporting procedures utilized by the Department of Education and Statistics

Canada.²

The researcher subsequently decided that "a representative sample or group approximating the characteristics of the total population relevant to the research in question" (Kerlinger 1973:119) would be selected. Thus, the sample population of kindergarten teachers would consist of one kindergarten teacher for each school in thirty-four of thirty-five school districts in the province. Although randomization of the sample was not attempted, as only one survey was sent to each school and a number of schools had more than one kindergarten teacher, there was a small degree of randomization in specific instances.

In constructing Sample Two, the Directory of Newfoundland and Labrador Schools, 1983-84 (Division of School

²Division of School Services (1984) lists the number of schools offering kindergarten as being 423 for the school year 1984-85; however, a document entitled "Full-Time School Staff Elementary and Secondary Public DND Canada Educators by Provincial Teaching Level by Sex, Survey Year and Grade(s) Taught for the School Year 1984-85" (1985) supplied by School Services, Department of Education, lists 223 people as teaching kindergarten, 45 as teaching K, 1, and 43 as teaching K, 1, 2, for a total of 311. It would seem that if 423 schools offer kindergarten then there would be at least one teacher per school: hence the inconsistency. The difficulty in obtaining an accurate number for individuals teaching kindergarten was further explained by Andrews (1985), statistician with the Department of Education, when she commented that there is not a clear-cut definition of kindergarten teachers in statistical reporting, since some teachers teach kindergarten only, others teach kindergarten and some primary grades, still others teach kindergarten and different subject areas (French, Math, etc.). Such diversity in job situation presents difficulty in categorization and eventually in enumeration of the individuals actually teaching kindergarten.

Services 1984) was consulted. As this directory listed information based on the previous school year, the researcher wished to obtain more current information regarding the number of schools offering a kindergarten program. The Newfoundland Teachers' Association was subsequently contacted for the 1984-85 school mailing list, which provides a list of schools as well as current and detailed addresses for all schools in the province receiving communications from the Association. The researcher felt the specificity of this information would also help to ensure a greater possibility of receipt and return of surveys.

The lists of schools composed from the Directory of Newfoundland and Labrador Schools, 1983-84 (Division of School Services 1984) and the Newfoundland Teachers' Association mailing list (1984) were cross-referenced to obtain a total sample of 424 schools to which surveys were mailed. The sample population consisted of 234 potential respondents from Integrated districts, 141 from the Roman Catholic districts, 40 from the Pentecostal district, 6 from the Seventh Day Adventist district, and 3 others which could not be allocated to a school district as they were obtained from the Newfoundland Teachers' Association mailing list (1984) and designation by school district was not indicated.

Instrumentation

As the determination of need for the proposed program was to be based on the opinions of the two distinct populations (i.e., district superintendents of schools and kindergarten teachers), it was necessary to develop methods of information retrieval appropriate for each group.

The mode utilized in the first survey consisted of a letter (Appendix A) to each district superintendent in thirty-four of the thirty-five school districts in the province. It requested the following information:

(1) district policy regarding parent education and involvement; (2) information on programs or practices dealing with parent education which have been tried or are currently being used within each district; and (3) the personal comments of the district superintendent on the subject of parent education and involvement.

The second survey instrument was a questionnaire, which was developed in two stages.

First, based on a preliminary review of related literature, the needs assessment format entitled "Kindergarten Handbook Needs Assessment" (Appendix E) was constructed. It was comprised of a personal data section and twenty-five questionnaire items. It was submitted to the researcher's supervising committee and to a panel of four kindergarten teachers for content analysis, comment, and suggested revision.

In consideration of the reaction received, the researcher undertook a more specific review of the literature pertaining to studies employing survey methodology, in particular studies done by Bruinsma (1978), Cyster, Clift, and Battle (1979), Elder (1954), the Provincial Kindergarten Committee (1981), and Sharp (1976). Subsequently, a second revised needs assessment format entitled "Parent In-Service Program: Needs Assessment" (Appendix E) was devised. The revised survey instrument was reviewed by the thesis supervising committee and found to be satisfactory for the purposes of the study.

The "Parent In-Service Program: Needs Assessment" questionnaire was arranged in five sections: (1) introduction; (2) sample data; (3) community profile; (4) assessment of need; and (5) nature of the program. It utilized a total of thirty-four questions of varied types (e.g., closed, open-ended, multiple choice, and Likert-type scales).

At the request of one school district participating in the study, an alternate introductory form of the "Parent In-Service Program: Needs Assessment" was developed, eliminating references to respondents' name, address, age, sex, phone number, school name, address, and phone number. A copy of its format is included in Appendix E.

Methods and Procedures

During the month of October, 1984, a letter (Appendix A) was sent to district superintendents in thirty-four of

the thirty-five school districts in the province. The letter served a twofold purpose. Firstly, it requested permission to administer the assessment instrument to a sample of kindergarten teachers within their respective school districts. Secondly, it acted as a survey instrument, requesting of the superintendents information regarding district policy on parent education and involvement, information on programs or practices dealing with parent education that had been tried or were currently being used in their districts, and their personal comments regarding parent education and involvement. Accompanying the letter were copies of the letter of request to principals (Appendix C), the letter of request to kindergarten teachers (Appendix D), a copy of the Parent In-Service Program: Needs Assessment (Appendix E), and the District Superintendent's Letter of Permission (Appendix B).

By November 30, 1984, twenty-five district superintendents had responded to the researcher's request. Two more responded by the end of January, 1985. As seven district superintendents had still not responded, a second letter of request (Appendix A) to these district superintendents was issued. It outlined the nature of the previous request and stressed the need for a speedy reply. As well, copies of all previous correspondence were included in this letter.

All district superintendents had responded by

mid-March of 1985.

Administration of the Questionnaire

As the questionnaire could not be mailed until permission to conduct the study was received from district superintendents, the first mailing of questionnaires could not take place until mid-December of 1984. Subsequent mailings of surveys took place as soon as permission was received from all district superintendents, the final group being mailed in March of 1985.

A package of information consisting of a letter of request to principals (Appendix C), letter of request to kindergarten teachers (Appendix D), and one copy of the Parent In-Service Program: Needs Assessment (Appendix E) was forwarded to the school principals of all schools offering a kindergarten program in each of the thirty-four school districts in the study.

The principals were asked to have a kindergarten teacher in their respective schools complete the questionnaire by the expected date of return indicated and then to place it in a pre-stamped, pre-addressed envelope and return it to the researcher. Respondents were encouraged to telephone the researcher, collect, if they encountered problems in completing the survey.

By May, 1985, which was set as the deadline for the study, 210 questionnaires had been returned, of which 204 were able to be used in the analysis. As 424 had been

sent out, 204 represents a return rate of 48.11 percent.

Data Analysis

The data generated by the survey of district superintendents of schools in relation to school district policy and programs related to parent education and involvement, and the information retrieved by the needs assessment questionnaire completed by kindergarten teachers in the province, were analyzed by the researcher. The findings have been presented in tabular form, using descriptive statistics such as range, frequency distributions, and percentages.

Summary

Review of the literature related to parent education substantially demonstrated the need for such a program; however, a significant number of sources utilized in the documentation did not reflect a Newfoundland and Labrador perspective. Thus, the researcher felt it imperative to verify the need for a parent in-service education program for the province in a significant manner. Hence, surveys were developed to provide the relevant statistical information necessary to further justify the development of such a program.

During the period from October of 1984 to May of 1985, the researcher conducted a province-wide survey among district school superintendents and kindergarten teachers to

ascertain the extent of need for such a program. Factors such as existing school district policy, current parent involvement and parent education programming, and the socio-economic characteristics of parents were investigated, as were the perceptions of what a parent education program should include. The findings of the study are described in Chapter Four of this thesis.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

This chapter presents the data collected from surveys administered during the period October 1984 to May 1985 to district superintendents and to kindergarten teachers in the province. The discussion of the data emanating from those surveys has been divided into seven main sections: (1) School Board Policy; (2) Current Parent Involvement; (3) Socio-Economic Characteristics of Parents; (4) Parental Awareness; (5) Parental Effectiveness in Fostering Pre-Kindergarten Readiness; (6) Current Parent Education Programs and Techniques; and (7) Proposed Parent In-Service Education Program. A description of characteristics of the survey populations as well as a table summarizing the distribution of teacher respondents by school district precedes the analysis of data. The remainder of the chapter contains the interpretation of the results of the study, with a brief summary concluding the chapter.

Characteristics of the Survey Populations

District Superintendents

Sample One of the study consisted of thirty-four of thirty-five district superintendents of school boards in

the province of Newfoundland and Labrador. All thirty-four superintendents responded to the survey. A list of the school boards represented by the survey population is contained in Table 1. The researcher observed that the respondents were all male and represented the Integrated, Roman Catholic, Pentecostal, and Seventh Day Adventist denominational systems. The student populations of the districts administered by superintendents ranged in size from 344 to 20,091 (School Services Division 1984).

Kindergarten Teachers

The second sample population was derived from the total population of kindergarten teachers in the province. One teacher for each school in the province offering a kindergarten program was selected, and the sample comprised a total of 424 potential respondents.

A total of 210 individuals responded to the questionnaire, with the results of 204 responses being selected for analysis.³ Schools of the Integrated, Pentecostal, and Roman Catholic systems were represented by the survey population, as no responses were received from kindergarten teachers employed in Seventh Day Adventist schools. Table 1 indicates the distribution of respondents by school district.

³One survey was returned as the respondent had moved and had left no forwarding address. Two were returned because the schools no longer had a kindergarten class. One teacher worked in a joint service situation, working at both an Integrated and a Roman Catholic school, and thus completed only one survey. Two surveys were not completed but were returned to the researcher without explanation.

TABLE 1
DISTRIBUTION OF TEACHER RESPONDENTS BY SCHOOL DISTRICT

School District	No. of Teachers Surveyed	No. of Returns Received	Returns as % of No. Surveyed
Integrated Districts			
Avalon Consolidated	18	8	44
Avalon North	30	13	43
Bay D'Espoir	11	6	55
Bay of Islands	12	3	25
Burin	13	7	54
Burgeo	1	1	100
Cape Freels	6	4	67
Conception Bay South	5	5	100
Deer Lake	10	4	40
Exploits Valley	11	6	55
Green Bay	23	14	61
Labrador East	9	5	56
Labrador West	2	1	50
Notre Dame	10	5	50
Port aux Basques	10	5	50
Ramea	2	2	100
St. Barbe South	12	8	67
Straits of Belle Isle	12	5	42
Terra Nova	23	13	57
Vinland	14	6	43
Pentecostal District	40	18	45
Roman Catholic Districts			
Bay St. George	6	3	50
Burin	12	7	58
Conception Bay Center	6	5	83
Conception Bay North	7	3	43
Exploits-White Bay	12	7	58
Ferryland	9	2	22
Gander-Bonavista-Connaigre	14	3	21
Humber-St. Barbe	18	8	44
Labrador	8	4	50
Placentia-St. Mary's	13	8	62
Port au Port West	8	7	88
St. John's	28	11	39
Seventh Day Adventist District	6	0	0
Other*	3	3	100
Total	424	210	50

Note: Other* refers to three respondents who could not be allocated to a specific school district, as the information was unavailable to the researcher.

Further analysis of the kindergarten teacher respondents indicates a primarily female population (see Table 2), as 91.4% indicated they were female and 8.6% male.

TABLE 2
DISTRIBUTION OF TEACHER RESPONDENTS BY SEX

Possible Responses	Number of Respondents	Percentage
Female	139	91.4
Male	13	8.6
Total	152	100.00
Nil Response	52	

The kindergarten teacher population ranged in age from 19 to 58 years for females and from 30 to 49 years for males, with 77.09% of respondents indicating they were within an age range of 20 to 35 years (see Table 3): hence, a relatively young teacher work force.

Table 4 indicates that a large number of teacher respondents have achieved degree status, as 68.09% of respondents had acquired at least one degree. Of the 68.09% achieving degree status, 54.79% held one degree only, 10.64% held two degrees, and 2.66% held three degrees. Most respondents (57.45%) held a B.A.(Ed.). Ten teachers indicated having a Master's degree, while there were a small

TABLE 3
AGE DISTRIBUTION OF TEACHER RESPONDENTS
(Years)

Possible Responses	Number of Respondents	Percentage
below 20	1	.01
20-25	25	19.08
26-30	33	25.19
31-35	43	32.82
36-40	13	9.92
41-45	6	4.58
46-50	8	6.11
over 50	2	1.53
Total	131	99.24
Nil Response	73	

TABLE 4

LEVELS OF TEACHER QUALIFICATION OF RESPONDENTS
(Degrees)

Possible Responses	Number of Respondents	Percentage
Holding One Degree		
B.A.	4	2.13
B.A. (Ed.)	91	48.40
B.Ed.	3	1.60
B.Sc.	4	2.13
M.Ed.	1	.53
Holding Two Degrees		
B.A., B.A. (Ed.)	8	4.26
B.A., B.Ed.	8	4.26
B.A. (Ed.), B.P.E.	1	.53
B.A. (Ed.), B.Sc.	1	.53
B.A. (Ed.), M.Ed.	2	1.06
Holding More Than Two Degrees		
B.A., B.A. (Ed.), M.Ed.	3	1.60
B.A., B.Ed., M.Ed.	1	.53
B.A., B.Sc., M.Ed.	1	.53
No Degree: Certificate Only		
1	2	1.06
2	5	2.66
3	17	9.04
4	31	16.49
Other	5	2.66
Total	188	100.00
Nil Response	16	

number of teachers (29.25%) who had not achieved degree status. Of the 29.25% who had not achieved degree status, 1.06% were at certificate one, 2.66% were at certificate two, 9.04% were at certificate three, and 16.49% were at certificate four.

Five teachers indicated qualifications other than categories listed in Table 4.

The results of this portion of the survey are in stark contrast to those of Sharp, who found that of the 406 kindergarten teachers she surveyed in the province, only 36.0% held at least one degree, while 58.3% held no degree at all. The results of the Sharp study are nearly the reverse of the findings of the current investigation (Sharp 1976).

Indicative, as well, of teacher qualification is the certificate level which respondents have reached. Table 5 indicates 12.76% of teachers are at certificate levels one to three, while 87.23% of respondents range from certificate level four through to seven. As the level of teacher remuneration is based on the certificate level achieved by the teacher, the results indicate that 87.23% of teachers are being paid at or above the grade IV salary level. This

⁴ Five teachers listed the following: one Associate in Education, NSTC Certificate VI; one B.A.(Ed.), M.Ed., A.T.C.L. Music Diploma; one Ontario Permanent Primary Specialist Certificate, Permanent Elementary Specialist Certificate; one B.A.(Ed.), Graduate Diploma, M.Ed.; one B.A., Diploma in Theology.

figure doubles the figure obtained by Sharp in her study of 407 responding kindergarten teachers in 1976, where she found that 43.4% of teachers were at certificate level IV to VII.

TABLE 5
LEVELS OF TEACHER CERTIFICATION OF RESPONDENTS

Possible Responses	Number of Respondents	Percentage
Level I	2	1.06
Level II	5	2.66
Level III	17	9.04
Level IV	63	33.51
Level V	75	39.89
Level VI	18	9.57
Level VII	8	4.26
Total	183	99.99
Nil Response	16	

Initially, one of the major reasons for selecting kindergarten teachers for the sample was their experience teaching at the primary level. Table 6 demonstrates that 178 of the 204 teachers responding to the survey, or 87.25%, had from 0 to over 25 years' experience teaching at the primary level. This is in contrast to 40 respondents indicating experience at the elementary level and only 11

respondents indicating high school experience.

Although a large proportion of respondents indicated having primary experience, Table 6 indicates that 78.09% of them had lower levels of experience (0 to 15 years), and only 21.91% had higher levels of experience (16 to over 25 years).

Analysis of the teaching assignments of the survey population presents some interesting information. Table 7 shows that 48.15% of respondents taught only kindergarten, while 47.62% were teaching kindergarten in addition to other grades or certain subjects at particular grade levels.⁵

Eight respondents indicated they were not teaching kindergarten, and although one respondent confirmed that he was a principal, it appeared that five of the eight may also have been school principals. Two of the eight teachers indicated that they were kindergarten teachers but that they did not have any kindergarten students registered that year. In all cases, the researcher felt that the responses of the eight individuals were indicative of their particular school's philosophy concerning parent education and

⁵The category of Other included such combinations as: teaching kindergarten and being principal; teaching kindergarten and teaching TMR (Trainable Mentally Retarded children) or Special Education classes or remedial or French (grades IV to VII) or music (grades I to VI) or physical education; or teaching kindergarten and operating a learning center or library. The most extreme case described concerned a teacher who indicated she was teaching kindergarten and subjects in grades IV, VI, VII, and IX and at levels I, II, and III in the reorganized high school program.

TABLE 6
YEARS OF TEACHING EXPERIENCE OF RESPONDENTS

Possible Responses	Number of Respondents	Percentage
Primary		
0-5	46	25.84
6-10	45	25.28
11-15	48	26.97
16-20	22	12.36
21-25	9	5.06
over 25	8	4.49
Total	178	100.00
Nil Response	26	
Elementary		
0-5	26	65.00
6-10	10	25.00
11-15	3	7.50
16-20	0	..
21-25	1	2.50
over 25	0	..
Total	40	100.00
Nil Response	164	
High School		
0-5	8	72.73
6-10	1	9.10
11-15	0	..
16-20	1	9.10
21-25	0	..
over 25	1	9.10
Total	11	100.03
Nil Response	193	

involvement, and thus they were included as part of the survey population, even though they were not kindergarten teachers as per the definition accepted in Chapter One.

TABLE 7
TEACHING ASSIGNMENTS OF RESPONDENTS

Possible Responses	Number of Respondents	Percentage
Kindergarten	91	48.15
Kindergarten and Other Primary Grades	55	29.10
Kindergarten and Other Elementary Grades	8	4.23
Kindergarten and Other	27	14.29
Not Teaching Kindergarten	8	4.23
Total	189	100.00
Nil Response	15	

Table 8 reveals that only a small proportion of kindergarten teachers (19.54%) responding to the survey taught in schools with a population range of 0 to 50 students. The majority of teachers (80.46%) taught in medium-sized or large schools with student populations ranging from 51 to over 150 students. The largest single category of response (43.10%) was that of teachers working in large

schools. The schools of respondents to the survey ranged in student population size from 5 to over 800 children.

TABLE 8
SIZE OF RESPONDENTS' SCHOOLS BY STUDENT POPULATION

Possible Responses	Number of Respondents	Percentage
Small School (0-50 students)	34	19.54
Medium-Sized School (51-150 students)	65	37.36
Large School (over 150 students)	75	43.10
Total	174	100.00
Nil Response	30	

A large proportion of teachers (51.83%) responding to the survey taught in elementary schools with grade ranges of kindergarten to grade six (K-VI) and kindergarten to grade seven (K-VII). Few teachers (10.47%), however, taught in primary schools. A number of teachers (11.52%) taught in all-grade schools. A small percentage (2.62%) worked in schools with grade ranges other than those contained in Table 9.

In summary, then, the survey populations consisted of two groups: district superintendents and kindergarten teachers.

TABLE 9
GRADE RANGE OF TEACHER RESPONDENTS' SCHOOLS

Possible Responses	Number of Respondents	Percentage
K-I	2	1.05
K-II	3	1.57
K-III	15	7.85
K-IV	4	2.09
K-V	5	2.62
K-VI	79	41.36
K-VII	20	10.47
K-VIII	13	6.81
K-IX	19	9.95
K-X	3	1.57
K-XI	1	.52
K-XII	22	11.52
Other	5	2.62
Total	191	100.00
Nil Response	13	

Group One consisted of thirty-four all-male district superintendents of school boards in the province of Newfoundland and Labrador, representing the Integrated, Pentecostal, Roman Catholic, and Seventh Day Adventist denominations. One hundred percent of those district superintendents surveyed responded.

Group Two was comprised of 204 kindergarten teachers, representing 48.11% of the sample population of 424. The respondents as a group represented the Integrated, Pentecostal, and Roman Catholic denominations, as no responses were received from teachers teaching in Seventh Day Adventist schools (see Table 1).

Kindergarten teachers responding to the survey formed a primarily young, female population, with 91.4% (see Table 1) indicating their sex as being female and 77.09% (see Table 3) indicating they were between the ages of 20 and 35. A wide geographic area was represented, as responses were received from all but one district surveyed (see Table 1).

A large proportion of respondents, that is, 68.09% (see Table 4), had at least one degree, while 87.23% of teachers (see Table 5) were at certificate level four or higher. Over 87% (see Table 6) indicated teaching experience at the primary level; however, 78.09% indicated low levels of experience (0 to 15 years).

A great number of teachers, that is, 80.46% (see

Table 8) taught in medium-sized or large schools, with 51.83% (see Table 9) teaching in schools with a kindergarten to elementary grade range.

Teachers described a variety of job situations, with 48.15% (see Table 7) indicating they taught only kindergarten and 47.62% showing that they taught kindergarten and had other teaching responsibilities as well. A small number of respondents, that is, 4.23%, indicated they were not teaching kindergarten at all. Their responses were included, however, because they were seen to be representative of their school's approach to parent education and involvement.

Analysis of the Data

This section of the chapter is concerned with the analysis of data retrieved from the survey questionnaire pertaining to the assessment of need and development of program. It has been divided into seven main sections. Information gleaned from the study of responses served to determine the need for the proposed program of parent education and subsequently directed the development of the program. The seven main sections were as follows:

- (1) School District Policy Regarding Parent Education;
- (2) Current Parent Involvement; (3) Socio-Economic Characteristics of Parents; (4) Parental Awareness; (5) Parent Effectiveness in Fostering Pre-Kindergarten Readiness;
- (6) Current Parent Education Programs and Techniques;

(7) Proposed Parent Education Program.

School District Policy Regarding Parent Education

In ascertaining the level of policy development in school districts throughout the province and in determining the kinds of programs being carried out, district superintendents were asked to provide the researcher with information regarding the district's policy on parent education and involvement, to provide information on programs and practices dealing with parent education that were currently in use or had been tried, and to state their personal comments regarding the subject.

Initially, the researcher hypothesized that over 75% of respondents indicating a lack of policy and provision of program in the area of parent education would substantiate the need for such a program, as well as the need for policy development throughout the province.

Analysis of the responses of district superintendents indicates a need for the formulation of policy at the district level and the development of a parent in-service education program for parents of pre-kindergarten children. This conclusion is supported by Table 10, which indicates only 8.82% of districts surveyed had a written policy concerning parent education and involvement, and thus 91.18% were without any policy. Copies of statements submitted by district superintendents are contained in Appendix F.

TABLE 10

DISTRIBUTION OF DISTRICT SUPERINTENDENTS INDICATING WRITTEN POLICY ON PARENT EDUCATION AND INVOLVEMENT

Possible Responses	Number of Superintendents Surveyed	Number of Superintendents Indicating Policy	Returns as % of Number Surveyed
Integrated District Superintendents	20	2	10.00
Pentecostal District Superintendents	1	1	100.00
Roman Catholic District Superintendents	12	0	0.00
Seventh Day Adventist District Superintendent	1	0	0.00
Total	34	3	8.82
Nil Response	0		

Similarly, Table 11 shows that only 23.53% of district superintendents indicated that schools within their district were utilizing parent education programs or techniques. Consequently, 76.47% of district superintendents either failed to report activities within their district or had schools which were totally inactive in the realm of parent education.

Five district superintendents provided descriptions

regarding parent education programming within schools in their respective districts. Copies of these descriptions are contained in Appendix G.

TABLE 11

DISTRIBUTION OF DISTRICT SUPERINTENDENTS INDICATING USE OF PARENT EDUCATION PROGRAMS OR PRACTICES BY SCHOOLS WITHIN THEIR DISTRICTS

Possible Responses	Number of Superintendents Surveyed	Number of Superintendents Indicating Programs	Returns as % of Number Surveyed
Integrated District Superintendents	20	3	15.00
Pentecostal District Superintendent	1	1	100.00
Roman Catholic District Superintendents	12	3	25.00
Seventh Day Adventist District Superintendent	1	1	100.00
Total	34	8	23.53
Nil Response	0		

Further, Table 12 indicates that one district superintendent, or only 2.94% of the sample of district superintendents, chose to make a personal statement demonstrating concern and support for the concept of parent education. It

is difficult to determine whether the remainder did not support the notion of educating parents, were unfamiliar with the concept, or simply did not choose to respond to the question. A copy of the comment made by the district superintendent is contained in Appendix H.

TABLE 12

DISTRIBUTION OF DISTRICT SUPERINTENDENTS MAKING PERSONAL STATEMENTS CONCERNING PARENT EDUCATION PROGRAMS

Possible Responses	Number of Superintendents Surveyed	Number of Superintendents Making Personal Statements	Returns as % of Number Surveyed
Integrated District Superintendents	20	1	5.00
Pentecostal District Superintendent	1	0	0.00
Roman Catholic District Superintendents	12	0	0.00
Seventh Day Adventist District Superintendent	1	0	0.00
Total	34	1	2.94
Nil Response	0		

Current Parent Involvement

Over 75% of respondents indicating a lack of parent-teacher groups in the province would have supported the

idea of increased parental involvement through parent education. Table 13, however, demonstrates that only 58.50% of teachers stated that currently such groups are not operating in their communities. As only 41.50% of teachers' responses indicated access to such groups, it might be concluded that the need exists for the formation of such groups in fairly specific areas of the province.

TABLE 13

DISTRIBUTION OF TEACHER RESPONDENTS INDICATING PRESENCE OF
A PARENT-TEACHER ASSOCIATION OR OTHER
PARENT-TEACHER GROUP

Possible Responses	Number of Respondents	Percentage
Yes	83	41.50
No	117	58.50
Total	200	100.00
Nil Response	4	

An examination of Table 14 demonstrates that no particular objective of parent-teacher groups achieved a level of substantial response; however, the objective of "providing a close link between home and school" was noted by the majority, or 64.71%, of respondents. The objective receiving the second largest number of responses was "to raise funds." It was chosen by 56.47% of respondents. The

TABLE 14

TEACHER RESPONDENTS' PERCEPTIONS OF OBJECTIVES
OF PARENT-TEACHER GROUPS

Possible Responses	Frequency of Response	Percentage
To Provide a Close Link Between Home and School	55	64.71
To Give Parents and Teachers a Better Understanding of Each Other's Problems	42	49.41
To Raise Funds	48	56.47
To Inform Parents of the School's Teaching Methods and Educational Philosophy	30	35.29
Other*	4	4.71
Total Responding**	85	
Nil Response	119	

Note: Other* refers to groups formed to have new schools constructed or to improve school safety, etc.

Note: Total Responding** indicates total number who answered the specific research question concerning objectives of parent-teacher groups. As several respondents chose more than one objective, totals of frequencies will not equal total responding nor will percentage totals be 100.

objective of "informing parents of the school's teaching methods and educational philosophy" received the lowest number of responses (35.29%). Three teachers indicated that their group had been formed to lobby for improved school facilities (see Appendix I).

It would seem that based on the responses received, parent-teacher groups serve primarily as communication channels and as vehicles for raising funds. They do not, except in specific instances, have educating the parent population as their primary objective, since only 35.29% of respondents made reference to that type of function for their particular group. The inference is that currently parent-teacher groups do not provide extensive or intensive education programs for parents of pre-kindergarten children or for parents with children of other ages.

The data provided by Table 15 fail to reach the level determined by the researcher to substantiate need, as they indicate that only 67.01% of respondents' schools have less than four involvement activities available to parents. It is noteworthy, however, that only 32.99% of schools were reported as having more than four activities as part of their parent involvement program. While the results do not definitively support the need for the development of the proposed in-service program, they suggest that the potential for expansion of parent involvement programs in the province exists.

TABLE 15

RANGE OF PARENTAL INVOLVEMENT ACTIVITIES IN SCHOOLS OF TEACHER RESPONDENTS

Possible Responses	Number of Respondents	Percentage
Schools Having Less Than Four Parental Involvement Activities	130	67.01
Schools Having More Than Four Parental Involvement Activities	64	32.99
Total	194	100.00
Nil Response	10	

An assessment of Table 16, however, more clearly points to the need for additional programming in the area of parental involvement, particularly activities and programs of an educational nature. This is pointed out by the fact that the four activities receiving the greatest frequency of response are of a low educative value and, as well, are low parent contact activities in terms of actual time involving teacher and parent. Open house or parent visitation scored highest, with 88.24% of respondents indicating it as the most frequently used parent involvement activity. Informal chats with parents (83.82%), regular home phone contact by teacher (57.84%), and school or class newsletters (48.04%) ranked second, third, and

TABLE 16
CHARACTERISTICS OF PARENT INVOLVEMENT
IN SCHOOLS OF TEACHER RESPONDENTS

Possible Responses	Frequency of Response	Percentage
Open House/Parent Visitation	180	88.24
School/Class Newsletters	98	48.04
Parent Volunteers	74	36.27
Home Visits by Teacher	22	10.78
Regular Home Phone Contact by Teacher	118	57.84
Informal Chats With Parents	171	83.82
School Handbook for Parents	67	32.84
Parent Resource Center	2	.01
Other*	10	4.90
Total Responding**	204	
Nil Response	0	

Note: Other* usually referred to some modification or combination of techniques already listed.

Note: **Total survey population responded. A number of respondents gave two or more types of parent involvement activities as their response; therefore, the sum of frequencies does not equate with the total responding. Similarly, the sum of percentages is not 100.

fourth respectively. Although these activities do, indeed, involve parents, they serve primarily to inform parents of student progress and the daily happenings in the school situation and thus are certainly not designed to educate parents in any formalized way.

An analysis of the parent involvement activities which have the potential of informing or educating parents, through observation, presentation, or print, shows that the extent of their use in the province is low. Use of parent volunteers, where parents can observe firsthand the teaching of their child and participate to some extent in that teaching, was reported by only 36.27% of respondents. Parents were most frequently described as operating in a supervisory capacity on field trips and the like. A school handbook for parents was in use in only 32.84% of schools, while home visits by teachers and provision of parent resource centers were almost non-existent, as only 10.78% indicated visiting homes, and then only "rarely," and .01% of respondents (e.g., 2 teachers out of a potential 204) indicated providing a center with resources for parents. A need for programs and activities of an educational nature seems evident.

Socio-Economic Characteristics of Parents

In Deprivation and Disadvantage: Nature and Manifestations, Passow indicates that the socio-economic climate in which a child grows may restrict later educational attainment and limit social and economic opportunity (Passow

1970). Similarly, Karnes and Zehrbach state, "It is well accepted that a strong relationship exists between the socio-economic status of parents and the educational attainment of children" (Karnes and Zehrbach 1975:34). While the perceived socio-economic characteristics of parents do not definitively delineate the child's environment, they are indicative of the conditions around which growth and maturation occur.

Table 17 deals with the educational levels of parents served by the teacher population responding to the survey.

TABLE 17

CHARACTERISTICS OF PARENT POPULATION SERVED BY TEACHER RESPONDENTS (PARENT EDUCATIONAL STATUS)

Possible Responses	Number of Respondents	Percentage
Uneducated (only primary level)	9	4.76
Moderately Educated (only elementary level)	103	54.50
Educated (high school completion)	70	37.04
Well-Educated (university, technical college)	7	3.70
Total	189	100.00
Nil Response	15	

It is important to note that 96.30% of respondents indicate a parent population characterized by low levels of educational achievement (i.e., over 75% of parents being classified as educated to uneducated). Of this 96.30%, 59.26% of respondents suggest that parents have only elementary-level education or below. Table 17 also demonstrates that only a very small proportion of parents (3.70%) are classified in the well-educated category.

The information presented by Table 18 is indicative of the parent population economic status in terms of level of employment and receipt of social assistance.

TABLE 18

CHARACTERISTICS OF PARENT POPULATION SERVED BY TEACHER RESPONDENTS (PARENT ECONOMIC STATUS)

Possible Responses	Number of Respondents	Percentage
Parents Unemployed (more than 20%)		
Yes	142	73.96
No	50	26.04
Total	192	100.00
Nil Response	12	
Parents Welfare Recipients (more than 20%)		
Yes	64	33.86
No	125	66.14
Total	189	100.00
Nil Response	15	

Although a level of substantial response was not reached, a fairly large proportion of respondents (73.96%) commented that their parent populations were characterized by more than 20% of the parents being unemployed. One teacher (008)⁶, for example, responded that unemployment in her community had risen to a level of 60%.

Those respondents indicating that more than 20% of their parent populations were receiving social assistance reached a figure slightly more than one-third of total respondents (33.86%): hence, a level of substantial response was not reached. This is, perhaps, in keeping with the percentages quoted for unemployment, as it would seem unlikely that a large proportion of communities would be characterized by both high levels of unemployment and extensive receipt of social assistance benefits. In most instances those who are unemployed would be receiving unemployment insurance benefits and would be ineligible for social assistance.

Table 19 shows that parents in low status occupational levels (i.e., ranging from mainly skilled/semi-skilled to largely non-professional/unskilled) approached a level of substantial response, with 71.72% of respondents indicating that parents served by them could be classified in those

⁶To ensure confidentiality, individual teacher comments will be identified by a number assigned that respondent prior to the commencement of the study. This procedure will be utilized throughout the study.

occupational groups. The percentage may have indeed been much higher, as 26.26% of respondents categorized parents' occupational status as a mixture of various categories, some of which would undoubtedly have included those of the low status variety.

TABLE 19

CHARACTERISTICS OF PARENT POPULATION SERVED BY TEACHER RESPONDENTS (PARENTAL OCCUPATIONAL STATUS)

Possible Responses	Number of Respondents	Percentage
Parents Who Are Largely Non-Professional and Unskilled Workers	116	58.59
Parents Who Are Mainly Skilled or Semi-Skilled Workers	26	13.13
Parents Who Are Mostly Professional or Managerial Workers	4	2.02
Parents in a Mixture of Categories	52	26.26
Total	198	100.00
Nil Response	6	

Parental Awareness

An analysis of Table 20 indicates a substantial need for increased parental awareness, as in all categories over 75% of respondents commented that parental awareness fell into the moderately to totally unaware range. Further

TABLE 20
TEACHER RESPONDENTS' ASSESSMENT OF PARENTAL AWARENESS

Possible Responses	Categories of Awareness													
	Kindergarten Goals/ Objectives		Kindergarten Program/ Curriculum		Child Development Levels		Appropriate Early Childhood Experiences		Aiding pre-Kindergarten Child's Development		Resources Available to Aid in Parenting		Importance of Good Home/School Communication	
	N	P	N	P	N	P	N	P	N	P	N	P	N	P
Exceptionally Aware	4	2.03	11	7.10	3	1.75	5	2.94	8	5.19	3	1.82	28	17.51
Moderately Aware	169	85.79	121	78.06	106	61.99	131	77.06	116	75.32	87	52.73	125	78.62
Totaly Unaware	24	12.18	23	14.84	62	36.26	34	20.00	30	19.48	75	45.45	6	3.77
Total	197	100.00	155	100.00	171	100.00	170	100.00	154	99.99	165	100.00	159	100.00
Nil Response	7		49		33		34		50		39		45	

Note: N denotes number of respondents. P denotes percentage.

observation shows that 97.97% of respondents felt that parents were moderately to totally unaware of kindergarten goals and objectives. Similarly, large proportions of the survey population indicated a lack of parental awareness in other categories, such as knowledge of: the kindergarten program/curriculum (92.90%); child development levels (98.25%); appropriate early childhood experiences (97.06%); aiding the pre-kindergarten child's development (94.80%); resources to aid in parenting (98.18%); the importance of good home and school communication (82.39%). As a number of areas of need for increased awareness were specified, consideration was then given to them in the development of the proposed program.

Parent Effectiveness in Fostering Pre-Kindergarten Readiness

Table 21 clearly indicates that a substantial number

TABLE 21

TEACHER RESPONDENTS' PERCEPTIONS AS TO PARENTS' EFFECTIVENESS AS TEACHERS OF THEIR PRE-KINDERGARTEN CHILDREN

Possible Responses	Number of Respondents	Percentage
Parents Can Be Effective Teachers	176	88.89
Parents Cannot Be Effective Teachers	18	9.09
Undecided	4	2.02
Total	198	100.00
Nil Response	6	

of respondents (88.89%) believed that parents could be effective teachers of their own pre-kindergarten children, and thus the need for the proposed program was supported, since there exists a population (parents) who could effectively utilize its content.

In contrast, however, Table 22 indicates that 59.70% of respondents considered their experience with parents fostering pre-kindergarten readiness to be in the range of exceptionally good to average, and therefore the need for the proposed program did not seem to be substantiated. This result, however, may nevertheless be indicative of the fact that parents appeared to want to aid their pre-kindergarten children's development.

Viewing Table 22 in conjunction with Table 23, which indicates that 99.50% of respondents felt that parents can be helped to improve their competence as parents and as teachers of their pre-kindergarten children, it might be concluded that teachers are relatively satisfied with the level of parental involvement in fostering pre-kindergarten readiness but feel that improvement could be beneficial: hence, the necessity of the proposed program to provide a means to accomplish this task.

Current Parent Education Programs and Techniques

Table 24 reveals that 43.37% of respondents indicated that they were utilizing a program or technique relative to the education of parents of pre-kindergarten children,

TABLE 22

TEACHER RESPONDENTS' EXPERIENCE CONCERNING PARENTS
FOSTERING PRE-KINDERGARTEN READINESS

Possible Responses	Number of Respondents	Percentage
Exceptionally Good	15	7.46
Average	105	52.24
Mediocre	66	32.84
Non-Existent	15	7.46
Total	201	100.00
Nil Response	3	

TABLE 23

TEACHER RESPONDENTS' PERCEPTIONS AS TO THE POSSIBILITY
OF HELPING PARENTS TO IMPROVE THEIR COMPETENCE
AS PARENTS AND AS TEACHERS OF THEIR
PRE-KINDERGARTEN CHILDREN

Possible Responses	Number of Respondents	Percentage
Parents Can Be Helped	199	99.50
Parents Cannot Be Helped	1	1.00
Total	200	100.50
Nil Response	4	

while 56.63% were not using a specific program or technique.

TABLE 24

PROVISION OF PARENT EDUCATION TECHNIQUES AND PROGRAMS
FOR PARENTS OF PRE-KINDERGARTEN CHILDREN
BY TEACHER RESPONDENTS

Possible Responses	Number of Respondents	Percentage
Utilizing a Program or Technique With Parents	72	43.37
Not Utilizing a Program or Technique With Parents	94	56.83
Total	166	100.00
Nil Response	38	

Although the majority of respondents indicated a lack of programming, the figure does not represent a substantial response. The results, however, presented by Table 24 must nevertheless be viewed with a degree of caution, as teachers were responding to a yes-no question format without reference to the specifics of the program or technique being offered. In response to an open-ended question later in the survey, where respondents were asked to describe their programs and techniques, the researcher observed that in a number of instances programs and techniques described were not primarily oriented to the education of parents, but served such functions as the

assessment, the registration, and the orientation of pre-kindergarten children. Although teachers perceived these activities as parent education programs and techniques, their real purpose is other than that, and thus the number of teachers who indicated that they were not utilizing parent education programs or techniques could, in actuality, be much higher. Actual parent education programs described ranged in complexity from full-fledged in-service with multiple presentations, activities, and displays, to the simple distribution of a pamphlet. (See Appendix I for the specifics of selected programs described by kindergarten teachers.)

The data described by Table 25 indicate the provision of parent education techniques and programs for parents of children other than those of pre-kindergarten ages. It would appear from analysis of the findings that provision of such programs is not widespread, as only 13.53% of respondents indicated ever having utilized a program or technique with parents of this age group. It is important to note that 86.47% of respondents had not utilized such a program. The results point to the need not only of a program for parents of pre-kindergarten children but, perhaps more acutely, for the parents of children of other ages as well.

TABLE 25

PROVISION OF PARENT EDUCATION TECHNIQUES AND PROGRAMS
FOR PARENTS OF CHILDREN OTHER THAN PRE-KINDERGARTEN
BY TEACHER RESPONDENTS

Possible Responses	Number of Respondents	Percentage
Have Utilized a Program or Technique With Parents	18	13.53
Have Not Utilized a Program or Technique With Parents	115	86.47
Total	133	100.00
Nil Response	71	

Vital to determining whether need existed for the establishment of policy and development of a program related to parent education was the determination of the origin of programs currently in use.

Table 26 shows that of the 117 teachers who responded, 38.46% had themselves initiated the programs offered, while 23.08% of respondents indicated initiation by the school administration and 22.22% reported initiation by the school board. It is interesting to note that not a single respondent reported parent request for a program.

While none of these figures reached a level of substantial response, the majority of programs were initiated

by kindergarten teachers, with the remainder of respondents indicating initiation as being divided almost equally between school administration and school boards. It would seem, therefore, that the notion of a lack of consistent policy and provision of program exists to some degree in the province, thus inferring the necessity of policy and program development. This conclusion tends to support the findings of Table 10.

TABLE 26
DISTRIBUTION OF PARENT EDUCATION PROGRAM
INITIATORS AS INDICATED BY RESPONDENTS

Possible Responses	Number of Respondents	Percentage
School Administration (a)	27	23.08
School Board (b)	26	22.22
Respondent (c)	45	38.46
Parent Request (d)	0	...
Combinations		
ab	6	5.13
abc	5	4.27
ac	3	2.56
bc	4	3.42
Other	1	.85
Total	117	99.99
Nil Response	87	

It can be seen from Table 27 that a wide variety of parent education programs and techniques were reported by respondents. The 166 responses were classified into 19 separate categories, of which 10, or 52.63%, appeared to have a function related to the education of parents, and 9, or 47.37%, seemed to have a function primarily unrelated to parent education.

Although the figures do not substantially support the need for the development of the proposed program, it is interesting to note that only 22 respondents, or 13.25%, described provision of an actual parent in-service program, which tended to indicate a need for more extensive programming.

Table 28 clearly demonstrates support for the concept of parent education, as 85.05% of respondents indicated that parents' reactions to their attempts to provide a program ranged from extremely positive to positive, which suggests that parents, as well as kindergarten teachers, recognized the need and value of such programs.

Table 29 indicates that a substantial number of kindergarten teachers felt that their parent education programs had positive results with parents, as only 3 individuals of the number responding indicated no noticeable difference. No individual category of response, however, achieved a level of substantial response.

TABLE 27

CHARACTERISTICS OF EDUCATION PROGRAMS AND TECHNIQUES OFFERED
 BY TEACHER RESPONDENTS TO PARENTS OF PRE-KINDERGARTEN
 CHILDREN AND CHILDREN OF OTHER AGES

Possible Responses	Frequency of Response	Percentage
<u>Programs/Techniques With Parent Education Functions</u>		
Meetings Explaining School Policy and Program	43	25.90
Handbook for Parents	23	13.86
Parent In-Service	22	13.25
Pamphlets	10	6.02
Displays (Books, Toys, Games)	7	4.22
Slide Shows	4	2.41
Visiting Presenters	4	2.41
Meet the Teacher Night	4	2.41
Observation/Classroom Visitation	4	2.41
Home Visits by Teacher	1	.60
<u>Programs/Techniques With Primary Functions Other Than Parent Education</u>		
Assessment of Pre-Kindergarten Children	19	11.45
Student Orientation Sessions	19	11.45
Newsletter/Notes Concerning Day-to-Day Happenings	13	7.83
Informal Chats About Student Progress	10	6.02
Parent Volunteers	5	3.01
Headstart Programs for Children	5	3.01
Phone Contacts	4	2.41
Readiness Package for Pre-Kindergarten Children	3	1.81
Registration of Pre-Kindergarten Children	1	.60
Total Responding*	166	
Nil Response	38	

Note: Total Responding* indicates total number who answered research question 15. As some respondents indicated use of more than one technique, totals of frequencies will not be equal to total responding, nor will percentage totals be 100.

TABLE 28

TEACHER RESPONDENTS' PERCEPTIONS OF PARENTAL
REACTION TO THEIR ATTEMPTS TO INVOLVE
AND EDUCATE THEM

Possible Responses	Number of Respondents	Percentage
Extremely Positive	30	28.04
Positive	61	57.01
Neutral	14	13.08
Negative	2	1.87
Total	107	100.00
Nil Response	97	

TABLE 29

TEACHER RESPONDENTS' OBSERVATIONS AS TO THE RESULTS OF
THEIR USE OF PARENT EDUCATION PROGRAMS OR TECHNIQUES
WITH PARENTS.

Possible Responses	Frequency of Response	Percentage
Better Understanding of What Is Expected of Child and What Needs to be Done at Home	25	15.06
More Knowledgeable of Kindergarten Program and What It Is Trying to Achieve	17	10.24
Parents Surprised at Material Covered	10	6.02
More Positive Attitudes to School	7	4.22
More Aware of School Policies, Needs, Concerns	5	3.01
More Aware of Children's Needs	5	3.01
Fewer Complaints From Parents	2	1.20
Parents More Willing to Discuss Problems	1	.60
More Relaxed With Teacher	1	.60
More Apt to Send Requested Items to School	1	.60
More Aware of the Reading Process	1	.60
No Noticeable Difference	3	1.81
Total Responding*	166	
Nil Response	38	

Note: Total Responding* indicates total number who answered research question 19. As several respondents indicated more than one result or failed to respond at all to this portion of the question, frequencies will not correspond to total responding, nor will percentages equal 100.

Similarly, Table 30 shows that of the 74 respondents who reported some form of result regarding the children of parents who had taken part in the parent education program provided only 2 of the teachers surveyed indicated no noticeable difference. No individual category of response achieved a level of substantial response.

In like manner, Table 31 shows that teachers perceive their attempts at parent education as having positively affected their inter-personal relationships with parents, as 54 respondents reported some category of positive effect, while only 2 indicated that there was no noticeable difference in their relationships with parents despite the efforts of their parent education program. No single category of response, however, achieved a level of substantial response.

Selected comments of respondents regarding the perceived effect of the use of parent education programs and techniques in all categories discussed are contained in Appendix I.

Proposed Parent Education Program

Substantial endorsement of the need for a parent in-service program is shown by Table 32, as 95.22% of respondents described their concern for increased parent education as ranging from great to moderate concern. This finding is especially important, as respondents were asked to compare their concern for increased parent education to

TABLE 30.

TEACHER RESPONDENT'S OBSERVATIONS AS TO THE RESULTS OF THEIR USE OF PARENT EDUCATION PROGRAMS OR TECHNIQUES ON CHILDREN

Possible Responses	Frequency of Response	Percentage
Children Are Better Prepared Emotionally and Academically for Kindergarten	39	23.49
Children Are More Self-Confident	9	5.42
Children Socialize More Easily	7	4.22
Children Have More Positive Attitudes to Their Work	6	3.61
Children Bring Required Items to School	3	1.81
Children More Eager to Come to School	2	1.20
Children Have Increased Satisfaction With Their Own Work	1	.60
More Books Made Available in Children's Homes	1	.60
Children Evidence Less Baby Talk	1	.60
Children's Reading Level Improves	1	.60
Less Pressure on Children From Parents	1	.60
Improved Scores on School Screening Tests	1	.60
No Noticeable Difference	2	1.20
Total Responding*	166	
Nil Response	38	

Note: Total Responding* refers to the total number of individuals who answered research question 19. As some respondents indicated more than one result or failed to respond at all to this portion of the question, the sum of frequencies will not equal total responding, nor will percentages be equal to 100.

TABLE 31

TEACHER RESPONDENTS' OBSERVATIONS AS TO THE RESULTS OF
THEIR USE OF PARENT EDUCATION PROGRAMS OR TECHNIQUES
ON INTER-PERSONAL RELATIONSHIPS WITH PARENTS

Possible Responses	Frequency of Response	Percentage
Parents Are More Comfortable and Less Intimidated By Teacher	19	11.45
Teacher and Parent Have a Better Understanding of Each Other's Expectations	14	8.43
Parents Are More Cooperative and Willing to Help Out	14	8.43
More Frank and Open Discussions Can Occur	5	3.01
Parents Take Greater Initiative in Communicating	1	.60
Fears of Anxious Parents Are Allayed	1	.60
No Noticeable Difference	2	1.20
Total Responding*	166	
Nil Response	38	

Note: Total Responding* refers to the number of teachers who responded to research question 19. As some respondents reported more than one result or failed to specify a result in this portion of the question, frequencies will not equal total responding, nor will percentages equal 100.

the total kindergarten program and school situation.

TABLE 32

TEACHER RESPONDENTS' CONCERN FOR INCREASED PARENT EDUCATION AND INVOLVEMENT IN COMPARISON TO PROBLEMS AND CONCERNS OF THE TOTAL KINDERGARTEN PROGRAM AND SCHOOL SITUATION

Possible Responses	Number of Respondents	Percentage
Of Great Concern	102	54.26
Of Moderate Concern	77	40.96
Of Little Concern	8	4.26
Of No Concern	1	.53
Total	188	100.01
Nil Response	16	

Respondents gave substantial support to the concept of in-servicing parents to improve their ability to teach their pre-kindergarten children. Table 33 reveals that 97.03% of those responding felt that such a program would be effective.

As is indicated by Table 34, a substantial number of respondents (98.53%) felt that it would be useful to know how to conduct in-service with parents of pre-kindergarten children, while only 1.47% felt it would not be useful. Selected comments regarding respondents' perceptions of need are contained in Appendix I.

TABLE 33

TEACHER RESPONDENTS' OPINIONS AS TO THE EFFECTIVENESS OF AN IN-SERVICE SESSION FOR PARENTS IN TERMS OF IMPROVING THEIR ABILITY TO TEACH THEIR PRE-KINDERGARTEN CHILDREN

Possible Responses	Number of Respondents	Percentage
Would Be Effective	196	97.03
Would Not Be Effective	6	2.97
Total	202	100.00
Nil Response	2	

TABLE 34

TEACHER RESPONDENTS' PERCEPTIONS AS TO THE USEFULNESS OF KNOWING HOW TO CONDUCT IN-SERVICE WITH PARENTS OF PRE-KINDERGARTEN CHILDREN

Possible Responses	Number of Respondents	Percentage
Would Be Useful	201	98.53
Would Not Be Useful	3	1.47
Total	204	100.00
Nil Response	0	

The perceived effect of the proposed parent in-service program was assessed on the basis of its value for teachers, parents, and children.

Table 35 indicates that a significant number of teachers (91.18%) felt the proposed program would be a resource to further develop or adapt. It is not surprising, perhaps, that only 38.73% of respondents felt such a program would save them time, as a number of teachers indicated the excessive burden which high pupil-teacher ratios and work-loads currently place on them in terms of the time they have to devote to developing and implementing in-service (see Table 55 and Appendix I).

The findings reported in Table 36 substantially support the development of a parent in-service program, as 90.20% of respondents felt that such a program would improve parents' understanding of school programs and objectives. Similarly, 87.25% of respondents indicated that such a program would result in improved parent-teacher relations.

Table 37 reveals that a substantial number of respondents felt that the proposed parent in-service program would have positive effects on the home help which parents provide their children. Respondents indicated to a large extent (97.86%) that there would be a greater variety of home help; 97.99% suggested an improvement in the quality of home help, and 91.26% inferred an increase in

TABLE 35

TEACHER RESPONDENTS' PERCEPTIONS OF THE VALUE OF THE
 PROPOSED PARENT IN-SERVICE PROGRAM FOR THEM
 AS KINDERGARTEN TEACHERS

Possible Responses	Frequency of Response	Percentage
It Would Save Teacher Time	79	38.73
It Would Be a Resource to Further Develop or Adapt	186	91.18
Other*	19	9.31
Total Responding**	204	
Nil Response	0	

Note: Nineteen respondents listed Other* but did not specify their intent.

Note: Total Responding** indicates the number who answered research question 7. A number of respondents indicated perceived value in more than one category; therefore, the sum of the frequencies does not equal the total number of respondents, nor do the percentages total 100.

TABLE 36

TEACHER RESPONDENTS' PERCEPTIONS OF THE POSITIVE EFFECT
 OF THE PROPOSED PARENT IN-SERVICE PROGRAM ON PARENTS'
 UNDERSTANDING OF THE SCHOOL PROGRAM AND ITS
 OBJECTIVES AND PARENT-TEACHER
 RELATIONSHIPS

Possible Responses	Frequency of Response	Percentage
Improvement in Parents' Understanding of School Program and Objectives	184	90.20
Improved Parent-Teacher Relationships	178	87.25
Total Responding*	204	
Nil Response	0	

Note: Total Responding* equals the number who answered research question 9. Several respondents indicated effects in both categories; therefore, the sum of frequencies does not equal the total number of respondents, nor do percentages total 100.

the quantity of home help as a result of the implementation of the proposed parent in-service program.

TABLE 37

TEACHER RESPONDENTS' PERCEPTIONS OF THE POSITIVE EFFECT OF THE PROPOSED PARENT IN-SERVICE PROGRAM ON ASPECTS OF HOME HELP BY PARENTS

Possible Responses	Number of Respondents	Percentage
Greater Variety of Home Help		
Yes	183	97.86
No	4	2.14
Total	187	100.00
Nil Response	17	
Improved Quality of Home Help		
Yes	195	97.99
No	4	2.01
Total	199	100.00
Nil Response	5	
Increased Quantity of Home Help		
Yes	167	91.26
No	16	8.74
Total	183	100.00
Nil Response	21	

The final category of perceived effect of the proposed parent in-service program concerned its value for pre-kindergarten children. In three of four areas,

respondents felt the effect on pre-kindergarten children could be substantial, as 90.69% of respondents suggested that the readiness of pre-kindergarten children would be significantly improved by such a program. Similarly, 84.80% said kindergarten students would be more successful, and 78.92% felt the social and emotional adjustment of kindergarten students would be improved as a result of the implementation of the proposed program. Although the improvement of parent-child relationships was not substantially supported by respondents, 73.04% felt it would be an effect of the utilization of the program (see Table 38).

Selected comments of respondents regarding the perceived effect of the proposed parent in-service program in all areas are contained in Appendix I.

It can be seen from Table 39 that a substantial number of teachers (98.02%) felt that a teacher's handbook outlining the process for implementing the proposed parent in-service program would be useful, and thus the handbook was established as an effective and acceptable medium to convey information concerning the proposed program.

Table 40 shows that 83.82% of respondents felt that a handbook would help them plan and organize; 92.16% commented that it would provide a series of ideas to adapt; and 79.90% said it would suggest resources. Thus, the findings expressed in Tables 39 and 40 substantially support the

TABLE 38

TEACHER RESPONDENTS' PERCEPTIONS OF THE VALUE OF THE PROPOSED PARENT IN-SERVICE PROGRAM FOR CHILDREN

Possible Responses	Frequency of Response	Percentage
Readiness of Pre-Kindergarten Children Would be Significantly Improved	185	90.69
More Successful Kindergarten Students	173	84.80
Improved Social-Emotional Adjustment of Kindergarten Students	161	78.92
Improved Parent-Child Relationships	149	73.04
Total Responding*	204	
Nil Response	0	

Note: Total Responding* refers to the number who answered research question 9. As a number of respondents indicated more than one area in terms of the value of the program, frequency totals will not equal total responding, nor will percentage totals be 100.

TABLE 39

TEACHER RESPONDENTS' OPINIONS AS TO THE USEFULNESS OF A
TEACHER'S HANDBOOK IN OUTLINING THE PROCESS FOR
IMPLEMENTING THE PROPOSED PARENT IN-SERVICE
PROGRAM

Possible Responses	Number of Respondents	Percentage
Handbook Would Be Useful	198	98.02
Handbook Would Not Be Useful	4	1.98
Total	202	100.00
Nil Response	2	

TABLE 40

TEACHER RESPONDENTS' OBSERVATIONS AS TO THE REASONS FOR THE USEFULNESS OF THE HANDBOOK IN OUTLINING THE PROCESS FOR IMPLEMENTING THE PROPOSED PARENT IN-SERVICE PROGRAM

Possible Responses	Frequency of Response	Percentage
To Provide a Series of Ideas to Adapt	188	92.16
To Provide Planning and Organization	171	83.82
To Suggest Resources	163	79.90
Other*	10	4.90
Total Responding**	204	
Nil Response	0	

Note: Other* refers basically to negative comments, examples of which are contained in Appendix I.

Note: Total Responding** refers to the number who answered research question 11. Frequency totals will not be equal to total responding, nor will percentages total 100, as some respondents gave more than one category of response.

value of the handbook as a means for delineating the proposed parent in-service program.

Selected comments of respondents concerning the utility and value of the handbook are contained in Appendix I.

Important to the establishment of the need for and the value of the proposed in-service program was a determination of the expected level of parental response. It is important to note that 84.24% of respondents felt that parents would attend such an in-service program (see Table 41).

TABLE 41

TEACHER RESPONDENTS' OPINIONS AS TO THE EXPECTED LEVEL
OF PARENTAL INVOLVEMENT IN THE PROPOSED PARENT
IN-SERVICE PROGRAM

Possible Responses	Number of Respondents	Percentage
All Parents Will Attend	171	84.24
No Parents Will Attend	13	6.40
Some Parents Will Attend	19	9.36
Total	203	100.00
Nil Response	1	

The findings as reported by Table 42 must be interpreted somewhat cautiously, as only 12 respondents

indicated their perception of reasons for a possible lack of parent participation in the proposed in-service program. Work commitments was cited by a majority of respondents (83.33%), while educational background and apathy were reported by 75.00% of respondents respectively.

TABLE 42

TEACHER RESPONDENTS' PERCEPTIONS OF THE REASONS FOR LACK OF PARENT PARTICIPATION IN THE PROPOSED PARENT IN-SERVICE PROGRAM

Possible Responses	Frequency of Response	Percentage
Work Commitments	10	83.33
Educational Background	9	75.00
Apathy	9	75.00
Family Responsibilities	4	33.33
Negative Attitudes to School	4	33.33
Other*	1	8.33
Total Responding**	12	
Nil Response	192	

Note: Other* refers to one school which was closing and thus unable to offer the proposed program.

Note: Total Responding** refers to the number of individuals who completed research question 12. As some respondents chose more than one possible response, the sum of frequencies will not equal total responding, and percentages will not total 100.

Table 43 indicates that a substantial number of respondents (97.11%) felt that school administrators would be supportive of the implementation of the proposed parent in-service program: hence, it might be inferred that school administrators are perceived by teachers as seeing the value of such a program.

TABLE 43

TEACHER RESPONDENTS' PERCEPTIONS AS TO THE ATTITUDE OF SCHOOL ADMINISTRATORS TO THE IMPLEMENTATION OF THE PROPOSED PARENT IN-SERVICE PROGRAM

Possible Responses	Number of Respondents	Percentage
Administrators Would Support Program	168	97.11
Administrators Would Not Support Program	2	1.16
Unsure	3	1.73
Total	173	100.00
Nil Response	31	

Table 44 tends to support the findings outlined in Table 43, in that it shows only 2 respondents indicated reasons for a lack of support of the proposed program by school administrators.

Table 45 indicates respondents' perceptions as to the possible effectiveness of certain techniques and

TABLE 44

TEACHER RESPONDENTS' OPINIONS AS TO THE REASONS FOR LACK
OF ADMINISTRATIVE SUPPORT OF THE PROPOSED PARENT
IN-SERVICE PROGRAM

Possible Responses	Number of Respondents	Percentage
Would See No Educational Value In It
Was Tried But Did Not Work
Too Time-Consuming	1	50.00
Other*	1	50.00
Total	2	100.00
Nil Response	202	

Note: Other* refers to a school which was closing and thus unable to offer the proposed program.

TABLE 45
TEACHER RESPONDENTS' PERCENTAGES AS TO THE POSSIBLE EFFECTIVENESS
OF CERTAIN TECHNIQUES AND APPROACHES IN THE PROPOSED
PARENT-IN-SERVICE PROGRAM

Possible Responses	Kinds of Techniques and Approaches											
	N	P	N	P	N	P	N	P	N	P	N	P
Most Effective	35	39.44	57	32.76	23	17.92	26	15.12	3	1.75	64	35.36
Effective	54	56.00	75	43.10	66	35.87	59	34.30	23	13.45	72	35.76
Moderately Effective	71	39.44	29	16.67	57	30.98	65	37.79	72	42.11	36	19.89
Somewhat Effective	14	7.78	8	4.60	17	9.24	14	8.14	46	26.90	6	3.31
Least Effective	6	3.33	5	2.87	11	5.98	8	4.65	27	15.79	3	1.65
Total	180	59.39	174	100.00	184	100.00	172	100.00	171	100.00	181	100.00
Nil Response	24	20	26	32	35	23	38	23	22	33	31	19

Note: N denotes number of respondents; P denotes percentage.

approaches to the proposed parent in-service program.

Table 46 provides an analysis of the data contained in Table 45 and indicates that a substantial number of respondents saw activity-oriented sessions and simulation activities as the most effective techniques to be used in the proposed program, as both achieved a level of substantial response. In addition, Table 46 provides kinds of techniques in rank order from most to least important. Such information guided the researcher in the development of the proposed program.

Table 47 does not indicate a technique which has reached a level of substantial response in terms of being least effective. Rank order demonstrates, however, that lectures and commercial/government books and pamphlets would seem to be the least attractive techniques. This is supported by Table 46, which shows these two categories as receiving the lowest response in terms of being considered effective techniques.

Selected comments concerning effective techniques and approaches outlined by respondents are contained in Appendix I.

Areas of content to be included in the proposed parent in-service program were classified into three broad categories: suggestions pertaining to school policy and organization; ideas related to parenting; and information related to child readiness. Each of the three general

TABLE 46

RANK ORDER OF MOST EFFECTIVE TECHNIQUES/APPROACHES TO BE USED IN THE PROPOSED PARENT IN-SERVICE PROGRAM AS PERCEIVED BY TEACHER RESPONDENTS

Kind of Technique	No. of Respondents Selecting Technique	Percentage of Respondents Selecting Technique
Activity-Oriented Sessions	136	75.14
Simulation Activities	132	75.86
Video-Tapes of Sample Situations	120	66.30
Displays	119	64.32
Other Audio-Visual Presentations	118	64.84
Child Observation	99	53.80
Guest Speakers	89	49.44
School Publications	86	49.71
Discussions	85	49.42
Role Playing	63	37.95
Commercial/Government Books & Pamphlets	41	23.84
Lectures	26	15.20

Note: Percentage represents the total of most effective plus effective responses in each individual category of technique (see Table 45).

TABLE 47

RANK ORDER OF LEAST EFFECTIVE TECHNIQUES/APPROACHES TO BE USED IN THE PROPOSED PARENT IN-SERVICE PROGRAM AS PERCEIVED BY TEACHER RESPONDENTS

Kind of Technique	No. of Respondents Selecting Technique	Percentage of Respondents Selecting Technique
Lectures	73	42.69
Commercial/Government Books & Pamphlets	67	38.95
Role Playing	45	27.11
Child Observation	28	15.22
School Publications	27	15.61
Discussions	22	12.79
Guest Speakers	20	11.11
Other Audio-Visual Presentations	14	7.69
Simulation Activities	13	7.47
Displays	12	7.03
Video-Tapes of Sample Situations	11	6.08
Activity-Oriented Sessions	9	4.97

Note: Percentage represents the total of somewhat effective plus least effective responses in each individual category of technique (see Table 45).

categories had several sub-categories to which respondents' comments were allocated.

Table 48 indicates that respondents felt information should be provided to parents concerning the kindergarten program content and objectives; the importance of parent-teacher communications; the philosophy, rules, and regulations of the school; the things children need in September; evaluation procedures; bus schedules; a sample kindergarten day; and student-teacher relationships. No specific category achieved a level of substantial response; however, the majority of respondents (39.74%) felt parents should be informed about kindergarten program, content, and objectives.

The data described by Table 49 suggest that respondents felt it important to include information related to the task of parenting. The suggestions made by respondents could be classified into two general areas: information concerning child growth and learning, and information related to health and personal care. While no single sub-category reached a level of substantial response, it would seem that respondents felt it most important to inform parents about the stages of child development and the necessity of adequate sleep for the very young child.

The third important area of content which respondents saw as being essential to the proposed parent in-service program was child readiness. Respondents' suggestions were

TABLE 48

RECOMMENDATIONS OF TEACHER RESPONDENTS REGARDING
AREAS OF CONTENT TO BE INCLUDED IN THE
PROPOSED PARENT IN-SERVICE PROGRAM
RELATED TO SCHOOL ORGANIZATION
AND POLICY

Possible Responses	Number of Respondents	Percentage
Information for Parents Concerning:		
Kindergarten Program, Content, Objectives	60	39.74
Importance of Parent-Teacher Communications	10	6.62
Philosophy, Rules, Regulations of School	8	5.30
Things Child Needs in September	4	2.65
Evaluation Procedures	3	1.99
Bus Schedules	2	1.32
Sample Kindergarten Day	1	.66
Student-Teacher Relationship	1	.66
Total Responding*	151	
Nil Response	53	

Note: Total Responding* refers to the number of individuals who completed research question 22. A number of respondents may have chosen more than one category or failed to respond to this particular section of the total question. Thus, frequencies will not equal total responding, nor will percentages equal 100.

TABLE 49

RECOMMENDATIONS OF TEACHER RESPONDENTS REGARDING AREAS OF
CONTENT TO BE INCLUDED IN THE PROPOSED IN-SERVICE
PROGRAM RELATED TO PARENTING

Possible Responses	Frequency of Response	Percentage
Information for Parents Concerning Growth and Learning:		
Stages of Child Development	27	17.88
How Children Learn Through Play	7	4.64
Preparing Child for First Separation	6	3.97
Importance of Praise, Interest, Motivation in Children's Learning	3	1.99
Learning Problems	2	1.32
Good Parent-Child Communication	1	.66
Understanding Each Child's Learning Style	1	.66
Information for Parents Concerning Health and Personal Care:		
Adequate Sleep	20	13.25
Adequate Nutrition	18	11.92
Children Being Able to Dress Themselves	12	7.95
Toileting	4	2.65
Dental Hygiene	1	.66
Immunizations	1	.66
Total Responding*	151	
Nil Response	53	

Note: Total Responding* refers to the number of individuals who answered research question 22. A number of respondents may have chosen more than one category or failed to respond to this particular section of the total question. Thus, the sum of frequencies will not equal total responding, nor will percentages equal 100.

divided into two general categories: (1) information for parents concerning unspecified readiness areas and (2) information for parents about specific readiness activities related to reading, language, mathematics, science, physical development, and social-emotional development. No specific area attained a level of substantial response; however, "being mature socially and emotionally, sharing, cooperation, having manners, working independently," "being read to," "talking with their child," and "developing coordination through cutting, pasting, and drawing" were the most frequently suggested specific areas (see Table 50).

Selected comments of respondents concerning areas of content to be included in the proposed parent in-service program are contained in Appendix I.

Table 51 indicates respondents' perceptions of the reasons for a lack of parental response to their use of parent education techniques and programs. Although no particular category reached a level of substantial response, it would seem that parental work and family commitments and a general lack of concern by parents were suggested as the major reason for lack of parental response.

Table 52 reports that respondents encountered problems in twelve separate areas in terms of their attempts to conduct a parent education program. A level

TABLE 50

RECOMMENDATIONS OF TEACHER RESPONDENTS REGARDING AREAS OF CONTENT TO BE INCLUDED IN THE PROPOSED IN-SERVICE PROGRAM RELATED TO CHILD READINESS

Possible Responses	Frequency of Response	Percentage
Information for Parents Concerning Unspecified Readiness Areas	56	37.00
Information for Parents Concerning Specific Readiness Areas		
Reading		
Being Read To	42	27.81
Letter Knowledge	11	7.28
Exposure to a Wide Range of Experiences	3	1.99
Having Books Available	2	1.32
Reading Nursery Rhymes	2	1.32
Phonetic Knowledge	1	.66
Visiting the Library	1	.66
Language		
Talking With Their Children	26	17.22
Developing Listening Skills	3	1.99
Developing Vocabulary	2	1.32
Following Directions	1	.66
Mathematics		
General Knowledge of Numbers, Rote Counting	16	10.60
Recognizing Shapes	1	.66
Science		
General Concepts	3	1.99
Physical Development		
Developing Coordination Through Cutting, Pasting, Drawing	23	15.23
Using Various Manipulative Materials	3	1.99
Being Able to Print	1	.66
Social-Emotional Development		
Being Mature Socially and Emotionally (Sharing, Cooperating, Having Manners, Working Independently)	43	28.48
Total Responding*	151	
Nil Response	53	

Note: Total Responding* refers to the number of individuals who answered research question 22. A number of respondents may have chosen more than one category or failed to respond to this particular section of the total question. Thus, the sum of the frequencies will not equal total responding, nor will percentages equal 100.

TABLE 51

TEACHER RESPONDENTS' PERCEPTIONS AS TO THE REASONS FOR THE
LACK OF PARENTAL RESPONSE TO THEIR USE OF PARENT
EDUCATIONAL TECHNIQUES AND PROGRAMS

Possible Responses	Frequency of Response	Percentage
General Lack of Concern by Parents (a)	24	36.36
Parental Work and Family Commitments (b)	26	39.39
Ineffective, Uninteresting Program (c)	3	4.55
Transportation Unavailable to Parents (d)	4	6.06
Other	6	9.09
Combinations		
ab	5	7.58
ad	1	1.52
bc	1	1.52
bd	1	1.52
Total Responding*	66	
Nil Response	138	

Note: Total Responding* refers to the number of individuals who answered research question 18. A number of respondents may have chosen more than one category of response. Thus, the sum of frequencies will not equal total responding, and percentages will not equal 100.

TABLE 52

PROBLEMS ENCOUNTERED BY TEACHER RESPONDENTS IN CONDUCTING
A PARENT EDUCATION PROGRAM

Possible Responses	Frequency of Response	Percentage
Varied Degree of Concern of Parents	17	29.31
Time for Planning and Preparation Inadequate	14	24.14
Lack of Good Program Organization and Materials	7	12.07
Lack of Transportation for Parents	4	6.90
Suitable Timing for Program	4	6.90
Limited Financial Resources	4	6.90
Following-Up the Program	2	3.45
Uneducated Parents Who Have Difficulty Understanding the Program	2	3.45
Parents Not Confident in Voicing Concerns	1	1.72
Parents Who Come to Listen and Say Little	1	1.72
Lack of Child Care for Parents	1	1.72
Teacher's Dislike of Public Speaking	1	1.72
Total Responding*	58	
Nil Response	146	

Note: Total Responding* refers to the number of individuals who responded to research question 20. Each respondent made only one comment.

of substantial response was not achieved in any specific area; however, it would seem that the varied degrees of concern by parents and inadequate time for planning and preparation were seen as the problems encountered by the majority of respondents.

Selected comments of respondents pertaining to the problems encountered by them in providing a parent education program have been included in Appendix I.

It can be seen from Table 53 that a variety of opinion exists as to the appropriate timing of the proposed parent in-service program. It would seem from the findings that a majority of respondents felt that parents should be in-serviced prior to a child's starting kindergarten and should also be in-serviced after the child has started school, as 55.21% indicated their support of such an arrangement. Similarly, 62.83% of respondents felt that such sessions would be most appropriately held during the evening. A substantial proportion of respondents (91.72%) indicated that such sessions should be held on a weekday rather than a weekend.

Table 54 indicates a fairly positive reaction by respondents to the idea of critiquing or piloting the proposed parent in-service program. Even though a level of substantial response was not attained, a large number of respondents (62.50%) said they would critique the program, and 57.14% indicated that they would be willing to pilot it.

TABLE 53

TEACHER RESPONDENTS' OPINIONS AS TO THE APPROPRIATE TIMING
OF THE PROPOSED PARENT IN-SERVICE PROGRAM

Possible Responses	Number of Respondents	Percentage
Before the Child Comes to School (a)	77	40.10
After the Child Starts School (b)	9	4.69
Combination of (a) and (b)	106	55.21
Total	192	100.00
Nil Response	12	
<hr/>		
Morning	21	10.99
Afternoon	50	26.18
Evening	120	62.83
Total	191	100.00
Nil Response	13	
<hr/>		
Weekday	144	91.72
Weekend	13	8.28
Total	157	100.00
Nil Response	47	

The majority of teachers indicating that they were not willing to perform either function indicated lack of time as their major reason. Thus, it would seem that from the analysis of results of Table 54 a degree of interest in the proposed program by respondents might be inferred.

TABLE 54

REACTIONS OF TEACHER RESPONDENTS TO CRITIQUING AND PILOTING THE PROPOSED PARENT IN-SERVICE PROGRAM

Possible Responses	Number of Respondents	Percentage
Would Critique Handbook	105	62.50
Would Not Critique Handbook	63	37.50
Total	168	100.00
Nil Response	36	
<hr/>		
Would Pilot Handbook Ideas and Conduct Workshop	92	57.14
Would Not Pilot Ideas or Conduct Workshop	69	42.86
Total	161	100.00
Nil Response	43	

The final area of response in the survey questionnaire was an open-ended question which invited respondents to make comments or indicate general areas of concern not specifically dealt with in the survey. Seventy respondents made extensive comments. Remarks were categorized into distinct areas by the researcher. Although no specific

area achieved a level of substantial response, the majority of respondents (45.07%) commented on their personal recognition of the importance of the program proposed by the researcher. The second largest group described changes which they hoped to make to their own existing program (see Table 55).

Selected comments regarding additional areas of concern of respondents have been included in Appendix I.

Summary

Chapter IV reports the results of data collected in a survey of thirty-four district superintendents and selected kindergarten teachers in the province. Generally, the results are indicative of substantial support for the concept of developing an in-service program for parents of pre-kindergarten children. Additionally, a number of recommendations were made regarding the format and content of the proposed program. These recommendations, together with research gleaned from the review of literature, provided the criteria, contained in Chapter V, for the development of the in-service program. A detailed summary of the findings of the study will be contained in Chapter VI.

TABLE 55
ADDITIONAL AREAS OF CONCERN OF RESPONDENTS

Possible Responses	Number of Respondents	Percentage
Recognition of the Importance of the Proposed Program	32	45.07
Descriptions of Improvements Teachers Were Making to Their Own Programs	11	15.49
Range of Readiness of Incoming Kindergarten Students	5	7.04
Limited Time for Providing Such a Program	4	5.63
Need for a Good Pre-School Program	2	2.82
Program Organization	2	2.82
Specific Comments on Parents	2	2.82
Timing of In-Service	2	2.82
Parent Response to Previous Efforts at In-Service	1	1.41
Motivational Techniques With Children	1	1.41
Reaction to Critiquing Program	1	1.41
Difficulties Setting Up Program	1	1.41
Parents Instructing Children	1	1.41
Need for Student Assessment	1	1.41
Principal's Role in Encouraging In-Service	1	1.41
Department of Education's Parent Resource Package	2	2.82
Unrelated Comments	2	2.82
Total Responding*	71	
Nil Response	133	

Note: Total Responding* refers to those who responded to research question 27. Each respondent made only one suggestion or comment.

CHAPTER V

PROCEDURE FOR THE DEVELOPMENT OF THE PARENT IN-SERVICE PROGRAM

Introduction

The purpose of this chapter is to synthesize the information gained from the review of literature pertaining to parent education and the data provided by the survey of kindergarten teachers in the province, in order to develop in-service program for the parents of pre-kindergarten children. The chapter will deal with the criteria upon which the researcher based selection of content and format. As well, the actual program structure adopted by the researcher will be outlined, including the format chosen to facilitate teachers' implementation of the parent in-service program.

Criteria for the Development of the Parent In-Service Program

Many researchers attest to the difficulty of prescribing a parent education program appropriate for all circumstances (Brim 1965; Brophy, Good, and Nedler 1975; Croake and Glover 1977; Dubanoski and Tanabe 1980; Ellenburg and Lanier 1984; Encyclopedia of Educational Research 1982; Enzer 1975; Johnson *et al.* 1973; Kindergarten

Curriculum Committee 1974).

Croake and Glover suggest, for example, that "There is no universally agreed upon method in parent education" (Croake and Glover 1977:153), while Ellenburg and Lanier express the opinion that "Different parents require different approaches" (Ellenburg and Lanier 1984:317).

The Kindergarten Curriculum Committee of Saskatchewan concurs in its endorsement of a broad context for parent-teacher involvement. The Committee recognizes the existence of a wide range of possibilities for interaction in stating that:

. . . the teacher needs to . . . understand that parent involvement is not a "program," a "set" of "experiences" nor a "particular type of participation."

The parent involvement program is as unique as the interests and needs of the child. (Kindergarten Curriculum Committee 1974:57).

A review of the effect of parent education programs and techniques (see Chapter Two) points to a variety of benefits for parents and children; however, the researcher was unable to demonstrate the effectiveness of one particular approach over another. A number of writers support this conclusion (Brim 1965; Croake and Glover 1977; Dubanoski and Tanabe 1980; Encyclopedia of Educational Research 1982; Stevens 1978). Nevertheless, the researcher was able to abstract information from other areas of the literature review and the survey of kindergarten teachers which provided valuable guidance in the structuring of the in-service program.

In terms of content, the literature review suggested that the parent in-service program deal with information regarding eight specific areas: (1) knowledge related to child growth, development, and learning; (2) information concerning realistic expectations at specific stages of development; (3) awareness of appropriate pre-kindergarten experiences, particularly those related to language and reading development; (4) knowledge of appropriate teaching behavior and styles of parent-child interaction; (5) knowledge of resources to aid in parenting; (6) knowledge of the kindergarten program's goals, objectives, and content; (7) knowledge of school organization and policy; (8) awareness of positive home and school communication and interaction.

The results of the study conducted by the researcher tend to support the importance of these content areas, for more than 90% of kindergarten teacher respondents indicated that parents were moderately to totally unaware of information pertaining to the kindergarten program (i.e., curriculum, goals, and objectives), child developmental levels, appropriate early childhood experiences, aiding the pre-kindergarten child's development, and resources to aid in parenting, while 82.39% recognized a lack of parental awareness of the importance of good home and school communications (see Table 20).

In response to a research question asking the

province's kindergarten teachers to specify content for the proposed program, teachers perceived the necessity of including information from three distinct areas:

(1) information regarding school organization and policy, e.g., program content and objectives, the importance of parent-teacher communication, the rules and regulations of the school, bus schedules, and the child's transition into kindergarten (see Table 48); (2) information pertaining to parenting, e.g., knowledge of children's growth and development, learning through play, the first separation, the importance of motivation, learning problems, learning styles, and adequate personal and health care--nutrition and adequate sleep (see Table 49); and (3) child readiness, with the most frequently suggested specific areas being the importance of encouraging mature social-emotional development, reading to and talking with children, developing coordination, as well as fostering children's vocabulary development and their ability to listen and follow directions (see Table 50).

Thus, in the selection of content for the proposed in-service program the areas specified by the review of literature and the survey data provided the focus for the in-service. Consequently, these content areas represented the selection criteria for information to be included in the handbook prepared to guide teachers in implementing the program.

Additionally, a number of writers suggested that parent and child need were important criteria in the selection of content for parent education programs (Brim 1965; Brophy, Good, and Nedler 1975; Carson 1971; Croft 1979; Enzer 1975; Kelly 1981; Lane 1975). Since it was not within the scope of the current study to assess the needs of parents or children in the province, procedures for accomplishing this task were provided, so that programs conducted by individual teachers could be responsive to local needs. Thus, considering the content that was suggested, a number of implications arose concerning the structure or form the program assumed.

Structuring the Program

First of all, the in-service program had to provide a forum to deal with the areas of content outlined by the review of literature and the survey data from kindergarten teachers in the province. As the assessment of parent and child need became an integral part of the program, this element also had to be incorporated into the structure of the in-service.

Secondly, an exploration of the programs and techniques currently being utilized by kindergarten teachers in the province indicated a substantial need for more extensive and varied programming, as only 43.37% of respondents reported the use of a program or technique to educate

parents (see Table 24). Additionally, none of the "richness of national effort" (Honig 1979) as seen in the United States was in evidence, as the programs and techniques described by teachers consisted mainly of meetings to explain school policy and program or the dissemination of literature. Only a limited number of teachers (13.25%) indicated that they provided in-service (see Table 27).

Finally, a number of additional suggestions concerning program format, arising from the review of literature and the survey data, needed to be incorporated into the design of the in-service program.

Kindred, Bagin, and Gallagher point to the importance of involving parents in both direct, e.g., workshops and conferences, and indirect in-service, e.g., handbooks and pamphlets (Kindred, Bagin, and Gallagher 1967).

The Edmonton Social Planning Council indicates that a variety of educational approaches should be made available to parents, i.e., individual, group, and mass media techniques (Edmonton Social Planning Council 1982a). Rowen, Byrne, and Winter concur by suggesting that different strategies must be provided for different parents (Rowen, Byrne, and Winter 1980).

Others point to the necessity of introducing or orienting parents of pre-kindergarten children to the school and its programs (Case *et al.* 1985; Croft 1979; Educator's Encyclopedia 1961; Gonder 1977; Herwig 1982;

Provincial Kindergarten Committee 1981; Read 1979; Rowen, Byrne, and Winter 1980; Smith, Krouse, and Atkinson 1961; Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package 1985).

Brim suggests, however, that a variety of approaches used over a period of time have the potential of creating a positive cumulative effect on parent behavior. He advocates a series of meetings closely spaced rather than a single session approach, so that group cohesiveness can develop and parents can learn from and support each other (Brim 1965).

Workshop sessions with varying agendas and purposes are suggested by a number of writers (Badger 1972; Bruinsma 1978; Edmister 1977; Hinze 1980; Histed 1983; Lane 1975; Murphy 1982; Pinsker and Geoffroy 1981).

Others indicate that more extensive options for involvement, varied services, and networks of support need to be provided as well (Balter 1983; Gray 1971a; Martin 1975; Weikart 1971).

Although no specific format was recommended by kindergarten teachers in the survey conducted in the province, activity-oriented sessions, simulation activities, use of videotapes, audiovisual presentations, and displays were suggested as some of the more effective techniques to use with parents. Lectures, pamphlets, role-playing, school publications, and child observation

were perceived as being less effective (see Tables 45, 46, and 47). Additionally, varied techniques to educate and involve parents were limited. Table 16 indicated, for example, the use of a parent handbook by only 32.84% of respondents, home-visiting by 10.78%, and parent resource centers by .01%.

Based on the suggestions advanced by the research literature and the survey data, it became clear that a single in-service session could not accommodate the range of ideas indicated. As well, in the absence of a knowledge of parent and child need it was impossible to describe all the possible alternatives necessary for in-servicing the parents of pre-kindergarten children.

The alternative, then, was to specify an approach or process which could accommodate the needs of all those involved in and affected by the in-service. Such an approach could also reflect the multitude of suggestions arising from the research literature and survey data concerning form and content.

Thus, the program structure presented reflects the following characteristics:

1. Clear, systematic organization (Fine 1980), so that teachers can implement the program effectively without the necessity of extensive in-service themselves.
2. The potential for creativity on the part of the teacher (Umansky 1984), in that the approach will be flexible and easily adapted to individual needs and situations.

3. Comprehensiveness, in that it will provide teachers with a wide variety of options (Gray and Klaus 1971a; Martin 1975) for addressing the needs of parents, and in extending the range of services provided and the kind of involvement which can take place.
4. Feasibility of implementation, in that the suggestions provided will be practical in nature and will not require extensive financial support.

Options: An In-Service Program for Parents of Pre-Kindergarten Children

A statement by the California State Department of Education aptly expresses the need for extensive information and "options" in conducting parent in-service:

Our children are the world's greatest human resource. Schools play an important role in the life of each child. There is a growing demand for information to guide parents and schools to work together so that each pupil's life may unfold and blossom to its fullest. (California State Department of Education 1973:iii).

To accomplish a positive working relationship between the home and school, the in-service had to exhibit three features: (1) provision for orientation; (2) provision for assessment of needs; and (3) provision of resources for extending the initial orientation program and addressing expressed needs. Thus, the parent in-service program proposed by the researcher will contain the following three components.

Component One: Orientation Options

This component consisted of suggested procedures to accomplish the orientation of parents to the school, the program, and the teachers. A sample orientation

workshop was outlined in detail as a possible option. It was designed to expose parents to a wide range of content and activity, so that parents would be able to make more informed suggestions as to the kind of additional knowledge or programming they require. The workshop would provide the teacher with an opportunity to become familiar with the parents of incoming students, to discuss concerns and expectations, to address anxieties, and to establish an initial channel of communication.

Additional orientation options were described and actual samples were provided where appropriate and feasible. Specific details of the component are outlined in the Teacher's Handbook contained in Appendix J.

Component Two: Assessment Options

This component of the program detailed the options or alternatives teachers have for further program planning and provision of in-service. Procedures for assessing the needs of parents and children were outlined. Suggestions were made to facilitate the development and implementation of additional direct and indirect in-service. The specific content of Component Two is outlined in the Teacher's Handbook contained in Appendix J.

Component Three: Resource Options

To provide for flexibility, variety, adaptability, and comprehensiveness of programming, teachers must be

aware of the potential options which exist for direct and indirect in-service. As well, should the necessity present itself for more extensive involvement of parents beyond the scope of parent education, teachers would require access to an extensive range of ideas and resources: hence, Component Three provides a collection of resource options designed for such purposes. The specific content of Component Three is contained in the Teacher's Handbook contained in Appendix J.

Implementing the In-Service Program:
A Teacher's Handbook

Options: A Program for In-Servicing Parents of Pre-Kindergarten Children has been designed to be implemented by kindergarten teachers in the province, as the survey data indicated that 98.53% of respondents suggested that knowing how to provide such in-service would be useful (see Table 34).

The researcher selected the handbook as the format for describing the implementation of the in-service program to teachers. This was done for three reasons. First, an extensive review of the card catalogue of the Center for Newfoundland Studies, Queen Elizabeth II Library, St. John's, indicated that the province's Department of Education had recognized the handbook as an effective and useful mode for delivering information and guidance to teachers since 1935. The card catalogue indicated in

excess of twenty instances where the Department had utilized the handbook during the fifty-year period extending from 1935 to 1985. Second, several researchers in the province have demonstrated the appropriateness of the handbook as a medium through which programs could be outlined and resources suggested (Brushett 1979; Crant 1981; Hepditch 1983; Kinsella 1984; Stieda 1977; Withers 1983; Wrigley 1983). Third, the survey data indicated that 98.02% of teacher respondents perceived the handbook as being a useful tool in outlining the process for implementing parent in-service (see Table 39). As well, 83.82% of respondents felt a handbook could provide planning and organization, 92.16% felt it could be useful in providing a series of ideas to adapt, and 79.90% felt it could be useful in suggesting resources (see Table 40).

Thus, the in-service program for parents of pre-kindergarten children has been outlined in Options: A Program for In-Servicing Parents of Pre-Kindergarten Children: A Teacher's Handbook, and because of its length and subject matter it has been placed in Appendix J of this study.

Summary

Chapter Five outlined the procedure utilized in the development of the parent in-service program. Information from the review of literature and the survey conducted among the province's kindergarten teachers provided guidance

in the selection of content and format for the program. A brief outline of the program was provided. Additionally, the selection of a handbook as the medium for describing implementation of the in-service program to teachers was supported. The handbook, entitled Options: A Program for In-Servicing Parents of Pre-Kindergarten Children: A Teacher's Handbook, is contained in Appendix J.

Chapter Six will conclude the study. It will provide a summary of the findings and state the researcher's conclusions and recommendations, based on the review of literature pertaining to parent education and the data collected from the surveys administered to district school superintendents and kindergarten teachers in the province.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter is concerned with a summary of the problem investigated by the study, the methods and procedures employed, and the subsequent findings of the research.

As a number of distinct methods were utilized in addressing the problem under investigation, the summary of findings is divided into four separate sections, representing pertinent information gained from the review of related literature, interviews, and the surveys administered to district superintendents and kindergarten teachers in the province. Methods and procedures utilized in each category, as well as the findings from each source, are discussed. Conclusions and recommendations emanating from the findings of the study are outlined.

Summary of Findings and Conclusions

The Problem

The problem as posed by the study had two distinct dimensions: (1) to assess the need for an in-service

program for parents of pre-kindergarten children in the province of Newfoundland and Labrador; and (2) to develop an in-service program for parents of pre-kindergarten children in the province of Newfoundland and Labrador.

The problem was addressed through the consideration of information gleaned from four specific sources: (1) the review of related literature; (2) interviews conducted among agencies concerned with the care and education of young children; (3) the administration of a survey to district superintendents of schools; and (4) the administration of a survey to kindergarten teachers. The methods, procedures, findings, and conclusions pertaining to each source are reported under four separate headings in this section of the study.

The Review of Related Literature

Methods and Procedures

The review of related literature was accomplished through computer searches of ERIC holdings, an examination of the serial and periodical holdings at Memorial University of Newfoundland's Queen Elizabeth II Library and related centers (e.g., Curriculum Materials Center and Center for Audiovisual Education), and a study of the resources of the Canadian Teachers' Federation Library in Ottawa and its affiliates, including the Newfoundland Teachers' Association Library in St. John's, Newfoundland. Extensive use was also made of the Inter-Library Loans

service provided by Memorial University of Newfoundland's Queen Elizabeth II Library, to obtain American and European sources unavailable in the province.

Articles, journals, pamphlets, books, reports, newspapers, microform reproductions, and unpublished sources served as the basis for a preliminary investigation of need and the determination of a framework for the development of the in-service program for parents of pre-kindergarten children.

Findings and Conclusions

The review of related literature established the existence of a number of important conditions emphasizing the need for parent education programs such as the one proposed. The summary of the findings is drawn from research contained in Chapters One, Two, and Five.

1. It determined that parenting must take place in a complex, technologically-oriented society beset by varied demands and stresses and without the traditional support systems present in earlier times.
2. It pointed to the inadequacy of preparation for parenting, as well as parental anxiety and confusion concerning the tasks of childrearing.
3. It established the criticalness of the early years in terms of child development and the importance of the provision of appropriate experiences during this period.
4. It documented the range of positive and negative effects which parents can exert upon aspects of children's development, as well as their level of achievement.

5. It established the parents of preschoolers as a primary target group for intervention, education, and support because of their critical role in fostering early childhood development.
6. It demonstrated the existence of a wide range of resources and a diversity of programs designed to inform, educate, and support parents in areas outside the province, particularly the United States.
7. It suggested the positive effects which may accrue for both parent and child when parents are involved in programs designed to educate and support them in childrearing.
8. It indicated that schools (i.e., teachers) should play a more active role in the education and involvement of parents. A need for increased communication and cooperation between home and school was also emphasized.
9. It inferred the potential of parent education programs (i.e., in-service) as a vehicle for meeting the diverse needs of children, parents, and teachers.
10. It demonstrated a growing awareness in the province of Newfoundland and Labrador for increased parent education programs. Additionally, it documented a great lack of resources and programming in the area of educating the parents of pre-kindergarten children.
11. It pointed to the need for pre-service and in-service training of teachers in implementing parent involvement and education programs and techniques.

Similarly, the review of literature related to parent education resulted in a number of findings pertinent to the development of the in-service program.

1. It pointed to the lack of adequate research to indicate the appropriateness of specific types of content and effectiveness of certain kinds of format for parent education programs.
2. It indicated that an approved method of determining content and format of parent education programs was through a procedure of needs assessment.

3. It specified a number of areas of content which could be considered appropriate for inclusion in a parent in-service program (e.g., knowledge of child growth, development, and learning; the importance of setting appropriate and realistic expectations for children; the importance of providing children with a wide range of real and vicarious experiences; and so on).
4. It suggested a number of considerations concerning the selection of format and the structuring of parent education programs. They include: using different strategies with different parents; providing access to a variety of approaches (e.g., individual, group, and mass media); and the utilization of direct and indirect in-service.

Interviews Conducted Among Agencies Concerned With the Care and Education of Young Children

Methods and Procedures

In August of 1985, through the medium of the telephone interview, the researcher contacted a number of agencies concerned with the care and education of young children. The agencies included the Department of Social Services, the Promotion and Nutrition Division of the Department of Health, the Public Health Nursing Division, and the Newfoundland Teachers' Association. This was done to determine the extent of parent education programs and resources provided by these agencies.

Findings and Conclusions

Information obtained in the interviews pointed to the need for the development of the proposed parent in-service program. The findings were as follows.

1. The most extensive involvement occurred under the auspices of the Department of Health through its

Promotion and Nutrition Division and Public Health Nursing Division. Provision of resource material and resource personnel was evident. The focus of the Department's efforts was on aspects of maternal and child health, care, and nutrition. The Public Health Nursing Division did provide a home visiting program and prenatal classes throughout the province. As well, a pilot parenting program had been implemented in one area. Coordination with the efforts of other agencies such as the Department of Education was not evident. (Lawlor 1985; Maher 1985).

2. The Department of Social Services had only limited involvement in the provision of resources for parent education. These included: one parenting program at one daycare center in St. John's; twenty women involved in a teaching homemaker program throughout the island; and a parent education program for adoptive parents. (Hoyle 1985).
3. The Newfoundland Teachers' Association's involvement in the provision of parent involvement and education programs was basically limited to the medium of print. The Association produced a kit on school-community relations, a handbook on teacher image and community involvement, and a series of pamphlets relating to parenting, the importance of early experiences, and facilitating children's transition from home to school. (Handrigan 1985). Policies did exist within the Association advocating the provision of parent education programs and other support services. (Newfoundland Teachers' Association Policy Handbook 1983).

The Survey of District Superintendents

Methods and Procedures

Data was collected from a sample population of thirty-four district superintendents in the province by means of a letter which requested information concerning district parent education and parent involvement policies, programs or practices dealing with parent education which had been tried or were currently being used within districts, and

the personal opinions of superintendents regarding the subject of parent education and involvement. Letters were mailed in the month of October 1984, and by November 30, 1984, twenty-five district superintendents had responded. A second letter of request was issued, and by mid-March of 1985 all district superintendents had replied.

Findings and Conclusions

1. The survey determined the need for the formulation of policy at the district level, as only 8.82% of the district superintendents surveyed indicated the existence of a written policy concerning parent education and involvement for their respective districts (see Table 10). Copies of statements of policy submitted by district superintendents are contained in Appendix F.
2. The survey suggested the need for more extensive programming in the area of parent education throughout districts in the province, as only 23.53% of district superintendents indicated that schools under their jurisdiction were utilizing parent education programs or techniques (see Table 10). Copies of programs described by district superintendents are contained in Appendix G.
3. As only one superintendent of the thirty-four surveyed offered personal comment regarding the concept of parent education, it is difficult to speculate as to the level of support which exists for the concept of parent education among superintendents in the province. Three possibilities exist: (1) they may be somewhat unfamiliar with the concept; (2) they may not support the notion of educating parents; or (3) they may have simply chosen not to respond.

The Survey of Kindergarten Teachers

Methods and Procedures

Data was collected from a sample population of kindergarten teachers in the province by means of a survey

questionnaire. Based on a preliminary search of the literature, an initial instrument was constructed entitled "Kindergarten Handbook Needs Assessment" (Appendix E). Following its review by the researcher's supervising committee and a panel of four kindergarten teachers, revisions were made based on the reaction received and in consideration of the information obtained from a more specific review of the literature pertaining to studies utilizing survey methodology. A second, revised format for the questionnaire was produced, entitled "Parent In-Service Program: Needs Assessment" (Appendix E). The questionnaire was arranged in five sections: (1) introduction; (2) sample data; (3) community profile; (4) assessment of need; and (5) nature of the program. It utilized a total of thirty-four questions of varied types (e.g., closed, open-ended, multiple choice, and Likert-type scales). The survey requested information pertaining to the perceptions of teachers regarding: (1) the level of current parent involvement in the province's schools; (2) the socio-economic characteristics of parents served by the respondents; (3) the level of awareness of parents concerning various aspects of the kindergarten program and child development; (4) the effectiveness of parents in fostering pre-kindergarten readiness and the potential for improvement in this area; (5) the current level of provision of parent education programs and techniques; and

lastly (6) teachers' opinions as to the need for an in-service program for parents of pre-kindergarten children and the content and format appropriate for such a program. At the request of one school district participating in the study, an alternate introductory form of the "Parent In-Service Program: Needs Assessment" was developed, which eliminated references to personal data regarding respondents, such as name, age, address, and the like. A copy of this format is included in Appendix E.

Utilizing the Directory of Newfoundland and Labrador Schools, 1983-84 (Division of School Services 1984) and the 1984-85 school mailing list of the Newfoundland Teachers' Association, the researcher determined a list of 424 schools offering a kindergarten program. As one survey was to be mailed to each of the schools, the sample population of kindergarten teachers consisted of 424 respondents, of whom 234 were employed in Integrated Districts, 141 in Roman Catholic Districts, 40 in the Pentecostal District, and 6 in the Seventh Day Adventist District. Three additional teachers could not be allocated to any specific district.

Once permission to administer the survey questionnaire had been received from all superintendents, a package of information, consisting of a letter of request to principals (Appendix C), letter of request to kindergarten teachers (Appendix D), and one copy of the Parent In-Service Program: Needs Assessment (Appendix E), was forwarded to the school

principals of all schools offering a kindergarten program in each of the thirty-four school districts under study. Principals were asked to have one kindergarten teacher in their respective schools complete the questionnaire, place it in a pre-stamped, pre-addressed envelope, and return it to the researcher. The mailing period extended from mid-December 1984 to March of 1985, with May of 1985 being set as the deadline for return of questionnaires.

A total of 424 questionnaires were sent out, and 210 were returned. As only the results of 204 responses could be utilized in the study, the actual return rate for usable data was 48.11%.

Findings and Conclusions

1. The survey population (i.e., those responding with usable data) totalled 204 kindergarten teachers, representing the Integrated, Pentecostal, and Roman Catholic school districts. No responses were received from teachers employed by the Seventh Day Adventist School Board (see Table 1). Respondents represented a primarily young, female population (i.e., 91.40% being female, with 77.09% indicating they were between the ages of 20 and 35) as is shown in Tables 2 and 3. A wide geographic area was represented, as responses were received from all but one school district surveyed (see Table 1). Table 4 shows that a large proportion of respondents (68.09%) had at least one degree, while 87.23% of teachers were at certificate level four or higher (see Table 5). Over 87% of teachers indicated experience at the primary level; however, 78.09% of respondents indicated low levels of teaching experience (i.e., 0 to 15 years) as is shown in Table 6. Most teachers (80.46%) taught in medium-sized or large schools (see Table 8), with 51.83% teaching in schools with a kindergarten to elementary grade range (see Table 9). Respondents indicated a variety of job situations, with 48.15% indicating they taught only kindergarten and 47.62% showing

that they taught kindergarten and had additional teaching responsibilities as well (see Table 7).

2. Respondents indicated that need exists in specific areas of the province for the formation of parent-teacher groups, as 58.50% of teachers stated that currently such groups are not operating in their communities (see Table 13).
3. Respondents demonstrated the need for parent-teacher groups to focus on providing more extensive and intensive programs for educating parents, particularly those of the pre-kindergarten age range, as respondents perceived the current primary functions of such groups as being channels of communication or vehicles for fund-raising. Only 35.29% of teacher respondents indicated that such groups were utilized to inform parents of the schools' teaching methods and educational philosophy (see Table 14).
4. Respondents suggested the need for expansion of parental involvement activities in the province's schools, as only 32.99% of respondents indicated that their schools provided more than four parental involvement activities (see Table 15). Additionally, the responses of teachers surveyed infer the need for greater provision of activities which serve to educate parents and increase the physical contact between parents and teachers. This finding emerges from the fact that only 36.27% of respondents utilized parent volunteers and frequently only in a supervising capacity, home visits were conducted by only 10.78% of respondents, and parent resource centers were provided by only .01% of teachers responding (see Table 16).
5. Respondents' perceptions of the socio-economic characteristics of parents indicate a parent population characterized by low levels of educational achievement (i.e., 96.30% of respondents indicating parents as being educated to uneducated, with 59.26% suggesting levels of attainment by parents at the elementary level or below). Only 3.70% of respondents classified the parent population as being well educated (see Table 17). Additionally, a large number of respondents (73.86%) commented that their parent populations were characterized by more than 20% of the parents served by respective schools as being unemployed. More than one-third of respondents (33.86%) suggested that more than 20% of their parent

populations were receiving social assistance (see Table 18). Respondents also indicated that many parents were involved in low-status occupational categories, as 71.72% of respondents indicated parents served by them were involved in occupations which ranged from mainly skilled/semi-skilled to largely non-professional/unskilled (see Table 19). Considering the socio-economic, educational, and occupational characteristics of the parent population as perceived by teacher respondents, the potential need for services and programs to inform, educate, and assist parents in childrearing exists. As well, governmental response to the problems of unemployment and the need for provision of adult education is indicated. The effects of such a socio-economic climate on children warrant further investigation as well.

6. Respondents indicated a substantial need for increased parental awareness in a number of areas related to child development and the kindergarten program, as large proportions of the survey population suggested a lack of parental awareness of: kindergarten goals and objectives (97.97%); the kindergarten program and curriculum (92.90%); child development levels (98.25%); appropriate early childhood experiences (97.06%); the importance of fostering the pre-kindergarten child's development (94.80%); knowledge of resources to aid in parenting (98.18%); and the importance of good home and school communication (82.39%) (see Table 20).
7. A substantial number of respondents (88.89%) were of the opinion that parents could be effective teachers of their own pre-kindergarten children, suggesting the existence of a group who could potentially avail of and benefit from programs designed to enhance this skill (see Table 21).
8. A number of respondents to the survey (59.70%) considered their experience with parents fostering pre-kindergarten readiness to be in the range of exceptionally good to average (see Table 22); however, respondents also indicated a great potential for improvement, as 99.50% of teacher respondents endorsed the possibility of parents being helped to improve their competence (Table 23), thus suggesting the necessity of a means (e.g., an in-service program) to accomplish this task.

9. A specific procedure for developing and implementing parent education programs does not appear to be evident in school districts or schools within the province, as judged by the great variety of program initiation reported by respondents. Respondents indicated, for example, that programs were initiated by teachers themselves (38.46%), by the school administration (23.08%), by school boards (22.02%), as well as by combinations of these three groups. No respondent reported a single instance of parent-initiated programming (see Table 26). Hence, there appears to be a need for coordination of resources and ideas regarding program development at the district and school level. This further suggests the necessity of personnel to be responsible for such coordination (e.g., parent education/involvement coordinator). Additionally, parents need to be made aware of the potential range of programming, as well as being provided with a vehicle to express their need for specific types of programming.
10. Respondents indicated the current level of provision of parent education programs and techniques to be inadequate. This is demonstrated by the fact that 43.37% of respondents indicated use of a program or technique to educate parents of pre-kindergarten children, and only 13.53% indicated use of programs or techniques with parents of children of other age groups (see Tables 24 and 25). This suggests a potential need for parents of children of all ages to be provided access to appropriate programming.
11. Respondents indicated the provision of a variety of parent education programs and techniques; however, upon closer analysis of the 19 separate categories suggested, only 10 appeared to have a function directly related to parent education. Table 27 shows that relatively low levels of usage existed for these categories (e.g., 25.90% used meetings to explain school policy and program; 13.86% provided a handbook; 13.25% provided in-service; 6.02% distributed pamphlets; and so on). Thus, the provision of more extensive in-service and related programming is indicated.
12. Respondents indicated the potential acceptance of increased in-service programming for parents, as 85.05% stated that parents' reactions to their attempts to provide a program had ranged from extremely positive to positive. It would seem

that at least a spectrum of the parent population recognizes the value of such programs (see Table 28).

13. Respondents reported a variety of positive effects on parents, children, and parent-teacher interaction as a result of their attempts to provide parent education programming. Firstly, of the 78 respondents commenting upon the effect on parents, 75 indicated a positive result of some kind (e.g., better understanding of what is expected of the child and what needs to be done at home, greater knowledge of the kindergarten program, and so on), while only 3 respondents observed no noticeable difference in parents (see Table 29). Secondly, of the 74 respondents commenting upon the effect upon children, 72 indicated a positive result of some kind (e.g., children being better prepared emotionally and academically for kindergarten, children being more self-confident, and so on), while only 2 respondents reported no noticeable difference in children (see Table 30). Thirdly, of the 56 respondents commenting upon the effect upon parent-teacher interaction, 54 indicated a positive result of some kind (e.g., parents being more comfortable and less intimidated by teachers, teacher and parents having a greater understanding of each other, and so on), while only 2 respondents observed no noticeable difference in the parent-teacher relationship (see Table 31). The opinions expressed by respondents are merely indicative of the kinds of effects which may accrue from the provision of programs; further study is indicated to document specific effects upon parents, children, and the parent-teacher relationship.
14. Respondents strongly endorsed the need for a parent in-service program, as 95.22% characterized their concern for the provision of such programming in the range of great to moderate. The finding is especially important as respondents were asked to compare their concern for increased parent education with the total kindergarten program and school situation (see Table 32). A large number of respondents (97.03%) also perceived the in-service session as an effective means of improving parents' ability to teach their pre-kindergarten children (see Table 33).
15. A large number of respondents (98.53%) indicated the importance of knowing how to conduct in-service with parents (see Table 34) and further recognized

the potential value of such programming for themselves, the parent-teacher relationship, the provision of home help, and for children. A large number of teachers (91.18%) saw such a program as a resource which could be further developed and adapted, while 38.73% felt such information could save them time (see Table 35). A large number of teachers saw potential benefit in terms of the parent-teacher relationship, as 90.20% said parents' understanding of the school program and objectives would be improved and 87.25% felt it would generally improve their relationship with parents (see Table 36). Substantial numbers of respondents perceived positive effects in terms of home help, as 97.86% felt there would be greater variety of home help, 97.99% felt the quality of home help would be improved, and 91.26% felt the quantity of home help would be increased (see Table 37). Respondents also saw substantial potential in terms of an in-service program's effect on children, as 90.69% said readiness of pre-kindergarten children would be significantly improved, 84.80% felt kindergarten students would be more successful, 78.92% felt kindergarten children's social-emotional adjustment would be improved, and 73.04% said it would improve the parent-child relationship (see Table 38). Although generally speaking, teachers' comments are indicative of their having perceived the positive effects of parent in-service, more intensive research is warranted to determine the actual effects of such programming.

16. A large number of respondents endorsed the use of a handbook as a delivery mode for information concerning the implementation of the in-service program, as 98.02% of respondents indicated that a handbook would be useful (see Table 39). The value of the handbook was further endorsed, as 83.82% of respondents said it would provide planning and organization, 92.16% indicated it could provide a series of ideas to adapt, and 79.90% indicated that it could suggest resources (see Table 40). Although teachers perceived the usefulness and value of the handbook, further study is warranted to substantiate this opinion.
17. Respondents indicated that they did not foresee tremendous difficulties in implementing the in-service program, as first of all, 84.24% of respondents felt parents would attend such sessions (see Table 41). Secondly, only 10 respondents indicated potential reasons for lack of parental

participation (see Table 42). Thirdly, 97.11% of respondents indicated that their school administration would support such programming (see Table 43). Additionally, when questioned as to the extent of difficulty encountered when teachers had attempted to provide parent education programs, only 39.72% indicated having experienced problems (see Table 52). As well, only 36.36% of respondents indicated a lack of parent participation due to apathy (see Table 51).

18. Respondents offered a number of specific suggestions regarding the content and format of the proposed program. Areas of content suggested could be classified into three broad categories: (1) information pertaining to school policy and organization; (2) ideas related to parenting; and (3) information related to child readiness. Information regarding the kindergarten program, its content and objectives, was seen as the most important sub-category of information pertaining to school policy and organization, as it was suggested by 39.74% of respondents (see Table 48). Information concerning stages of child development and the necessity of adequate sleep received the highest response levels in the category of information regarding parenting (17.88% and 13.25% respectively) as is shown by Table 49. Encouraging social and emotional maturity, reading to children, developing their coordination, and talking to them were seen as the most important areas of focus with regard to child readiness (see Table 50). Thus, an in-service program focusing on the nature of the kindergarten program, with information as to the stages of child development and knowledge about the way in which growth can be fostered, seems appropriate. Additionally, the need for providing resources to aid parents in childrearing seems evident.

In terms of format, no specific type of program format was recommended; however, activity-oriented sessions and simulation activities were perceived as the most effective techniques to be employed (see Table 46), while lectures and commercial/government books and pamphlets were seen as least attractive (see Table 47).

Since the recommendations regarding effective techniques and approaches are based on teacher perception, additional study is required to determine whether the effectiveness of particular approaches is, indeed, significant statistically.

19. Respondents gave no clear indication of the appropriate timing of in-service for parents of pre-kindergarten children; however, 55.21% did suggest that there be a combination of programming (i.e., before the child starts school and after the child enrolls). A majority of respondents (62.83%) advocated holding such sessions during the evening, while 91.72% felt they should take place on weekdays rather than weekends (see Table 53). The conclusion to be reached is that teachers tend to prefer a somewhat flexible approach to the timing of in-service, with the exception of insisting that it be held on weekdays. Some degree of greater flexibility on the part of teachers and administrators in providing appropriate times for in-service to occur may be necessary.
20. Respondents indicated a degree of interest in critiquing the handbook, as 62.50% said they would be willing to perform such a function, while only 57.14% suggested they would be willing to pilot ideas contained in the handbook (see Table 54). Although no attempt was made by the researcher to discover the reasons for these responses, it is important to determine why respondents commented in such a manner, as conditions may be present which could limit teachers' ability to critique and pilot the program and ultimately to implement it. Further examination pertaining to this area seems warranted. Additionally, since the piloting and evaluation of the parent in-service program was not within the scope of the current study, further examination and refinement of the program through teacher critiquing and piloting seems appropriate.
21. Respondents were requested to provide comments as to additional areas of concern they had regarding any matter pertaining to the survey or teaching situation. Responses again pointed to a degree of concern for the provision of parent education programs, as the majority of respondents (45.07%) commented upon the importance of the proposed program. The second largest area of response (15.49%) consisted of descriptions of improvements teachers were making to their own parent education programs (see Table 55).

Thus, it appears, based on all four sources of information reviewed, that generalized need for a parent in-service program for pre-kindergarten children is suggested.

Similarly, there is a fair degree of agreement concerning the content and format appropriate for such a program as suggested by the review of literature and the survey of kindergarten teachers. A number of recommendations emerged from the data obtained during the investigation of the problem. These will be outlined in the following section of the chapter.

Recommendations

In the course of completing the current study, it became readily apparent that the subject of parent education and involvement has been relatively neglected by researchers in the province. It was also surprising to note that the influence exerted by the range and diversity of parent education and involvement programs developed in the United States and Great Britain over the past twenty years has been, at best, only marginal. Thus, the need for a great deal of further research is indicated.

Additionally, as the provision of more extensive programming in the realm of parent education has been suggested by the study, there exists a need for greater action on the part of agencies and associations concerned with the support, education, and care of children and their families.

Consequently, a number of recommendations will be formulated to deal primarily with the need for more extensive research, as well as increased activity in the

area of parent education and involvement. A number of recommendations arise directly from the findings of the study, whereas others have been inferred by conclusions reached during the investigation. A number of recommendations will be addressed to particular agencies and associations.

Recommendations Addressed to the Government
of Newfoundland and Labrador

The subject of parent education and involvement is a matter of provincial concern, since parents and children represent our most valuable natural resource. The current study addressed itself to the needs of parents of pre-kindergarten children, and thus the needs of a large spectrum of the provincial parent population have been ignored (e.g., those of single parents, adolescent parents, parents of children with special needs, foster parents, and so on). As well, the current study determined that portions of the province are characterized by high unemployment levels, low educational attainment, and the like. The effects of socio-economic and cultural stress have been documented by a number of researchers (Hill and Rowe 1983; Mastropietro 1980; Taylor 1976). Others have suggested the lack of adequate preparation for parenting (Ministerial Advisory Committee on Early Childhood and Family Education 1983; Punjari 1980) and the need for resources and programs to aid parents in the task of

childrearing (Duncan 1973; Hines 1981; Kelly-Freake 1982; Kennedy 1981; Newfoundland Teachers' Association Curriculum Sub-Committee 1980; Provincial Kindergarten Committee 1981; Punjari 1980; Sharp 1976; Wrigley 1978).

Since the Provincial Government is ultimately responsible for many of the agencies which have the potential for providing services and resources to parents and children in the Province of Newfoundland and Labrador (e.g., the Department of Education, the Department of Health, and the Department of Social Services), it is crucial that a provincial perspective regarding the provision of such services be developed, as well as related government policy and legislation to ensure accessibility. Thus, the researcher makes the following recommendations:

1. It is recommended that the Government of Newfoundland and Labrador set up a Royal Commission to Study Parenting, Parent Education, and Parent Involvement in the Province.
2. It is recommended that the Commission seek submissions from all agencies, groups, and individuals involved in the provision of such services and programs to parents. Additionally, input from a broad spectrum of the parent population in the province is suggested.
3. It is recommended that the mandate of the Commission include:
 - (a) The determination of services, programs, and resources currently being provided to all spectrums of the parent population in the province.
 - (b) The assessment of need, as expressed by parents, for additional parent education and involvement programs and support services.

- (c) The determination of the level of preparedness for the parenting role of a cross-section of the parent population.
 - (d) The documentation of the effects of parents' lack of preparedness for childrearing and the subsequent effects on children's development and level of achievement.
 - (e) The determination of the effect of socio-economic and educational disadvantage upon parents and children in the province.
 - (f) The examination of the types of preventative and intervention programs necessary (i.e., for parents and children) to address the problems caused by a disadvantaged environment.
 - (g) The determination of methods and procedures for the development of additional parent education and involvement programs and support services.
 - (h) The determination of the kinds of resources and personnel needed to facilitate program development and implementation.
 - (i) The examination of the feasibility of coordinating the services of agencies, groups, and individuals in the provision of programs and services to parents.
 - (j) The determination of the need for pre-service and in-service training for those involved in program development and implementation.
 - (k) The investigation of the feasibility of setting up a provincial parent resource center, as well as district parent resource centers throughout the province (Edmonton Social Planning Council 1982a).
 - (l) The consideration of the possibility of enacting legislation to mandate the involvement of parents in the educational programming of their children, as has been done in the United States and the Province of Quebec (Brady 1977; California State Department of Education 1972; Lucas, Lusthaus, and Gibbs 1978-79; Lusthaus and Lusthaus 1982).
4. The researcher recommends a number of sources of information to the Commission in the consideration

of its mandate: Parent Education and Intervention Handbook (Abidin 1980); A Report on Longitudinal Evaluations of Preschool Programs: Volume II: Is Early Intervention Effective? (Bronfenbrenner 1974a); Equality and Educational Opportunity (Coleman et al. 1966); Leaving Early--A Study of School Retention in Newfoundland and Labrador (Committee to Study School Retention 1984); Parent Involvement in Primary Schools: A Report of the National Foundation for Educational Research in England and Wales (Cyster, Clift, and Battle 1979); Parent Education Programs and Support Services in Edmonton (Edmonton Social Planning Council 1982a); Handbook on Parent Education (Fine 1980); The Meaning of Work and the Reality of Unemployment in the Newfoundland Context (Hill and Rowe 1983); Parent Involvement in Early Childhood Education (Honig 1979); "Parent Advisory Committees in Quebec: An Experiment in Mandated Parental Participation" (Lucas, Lusthaus, and Gibbs 1978-79); Disadvantaged Learners in the Avalon Consolidated School Board: Report (Mastropietro 1980); The Unprepared Five-Year-Old: Some Solutions to His Problem: A Report (Newfoundland Teachers' Association Curriculum Sub-Committee 1980); The Exploits Valley Project: An Examination of Ability and Family Environment of Children (Taylor 1976); and Involving Parents in Nursery and Infant Schools: A Sourcebook for Teachers (Tizard, Mortimore, and Burchell 1981).

Recommendations Addressed to the Department of Education, School Boards, and Schools

The development of an in-service program for parents of pre-kindergarten children has been the focus of the current study. The program was designed to be implemented by kindergarten teachers. A number of researchers recognize the appropriateness of the school as a provider of parent education and involvement programs (Balter 1983; Kelly 1981; Swick 1972; Vernon 1981; Winter 1985). As the current study suggested the need for an expansion of parent education and involvement programs to other groups of

parents served by the school, involvement and cooperation among the Department of Education, school districts, and schools is essential. The researcher offers the following recommendations,

5. It is recommended that the Department of Education, in conjunction with school boards, develop a provincial policy related to parent involvement and parent education, to guide school boards and schools in the provision of such services and programs.
6. It is recommended that the Department of Education, in conjunction with school boards, describe procedures and methods for developing parent involvement and education programs (Hodgden et al. 1974).
7. It is recommended that the Department of Education, school boards, and schools describe potential parent target groups requiring additional programs and services.
8. It is recommended that adequate in-service training be provided those individuals involved in the design and implementation of parent education and involvement programs. The ability to assess needs and to evaluate the effects of program is essential. Such in-service can be provided at the provincial and/or local level (Kelly 1976; Lynch and Pimlott 1980; Rich 1976; Sharrock 1970; Tizard, Mortimore, and Burchell 1981; Umansky 1984; Wolf 1982).
9. It is recommended that there be a coordination of materials and resources pertaining to parent education and involvement at the provincial and district levels (Lynch and Pimlott 1980).
10. It is recommended that the Department of Education, school boards, and schools be involved in the development of resource guides and programs to serve specific parent groups (e.g., parents of adolescents, parents of abused or neglected children, parents of children with learning disabilities, parents of children who are potential dropouts, parents of gifted children, and so on) (Goldman 1973).
11. It is recommended that consideration be given to the hiring of personnel at the provincial and

district levels to coordinate parent education and involvement programs. Other researchers recommend coordinators at the school level as well (e.g., home liaison officers [Bailey 1980; Cave 1970]; designated parent educators [Bond 1973; O'Connell 1975]).

12. It is recommended that sufficient financial resources be allocated to school boards and individual schools for the purchase of resources and materials to carry out adequate parent education and involvement programs.
13. It is recommended that the Department of Education, in conjunction with school boards and schools, set up a number of demonstration projects to evaluate the effect of varied techniques and content upon a range of parent groups.
14. It is recommended that the Department of Education, school boards, and schools attempt to determine if a relationship exists between the level of achievement of children served by schools in the province and the degree to which parents are provided with education and involvement programs. Such data may have implications for the current dropout problem in the province.
15. It is recommended that school boards provide teachers with adequate time for the planning, implementation, and evaluation of parent education and involvement programs (Bailey 1980; Cave 1970; Jones 1970; Pitcher *et al.* 1979; Wolf 1982).
16. It is recommended that where possible at both the provincial and local levels resources and provision of programs be coordinated with other agencies, and thus provide a more comprehensive service to parents in the province (Lynch and Pimlott 1980; Schaefer 1972a).

Recommendations Addressed to Other Groups and Agencies

Memorial University of Newfoundland

A number of writers have pointed to the necessity of training for teachers involved in the provision of parent

education and involvement programs (Kelly 1976; Lynch and Pimlott 1980; Rich 1976; Sharrock 1970; Tizard, Mortimore, and Burchell 1981; Umansky 1984; Wolf 1982). Tizard, Mortimore, and Burchell have commented that:

Teachers are usually not taught how to explain their work to parents, how to organize untrained volunteers in the classroom, run workshops in which parents can help their children at home. These activities (all far different skills than in managing a classroom, or working with an individual child . . . (Tizard, Mortimore, and Burchell 1981:183).

Since Memorial University of Newfoundland is responsible for the pre-service training of a great number of teachers in the province, the researcher makes the following recommendations.

17. It is recommended that Memorial University provide courses and/or institutes at the undergraduate and graduate levels to educate teachers in the procedures for developing, implementing, and evaluating parent education and involvement programs. Such training also needs to make teachers aware of the potential diversity of resources and programs available.
18. It is recommended that Memorial University consider the sponsoring of conferences or symposiums regarding the role of the parent in education, as well as programs designed to educate and involve parents.
19. It is recommended that Memorial University sponsor courses for parents and prospective parents through the Extension Services Division. Such courses could provide information on a broad range of topics (e.g., Parent as a Teacher; Facilitating Your Child's Development; Matching Toys and Children).
20. It is recommended that Memorial University encourage research in areas related to parent involvement in education and concerning programs designed to inform, involve, support, and educate parents.
21. It is recommended that the library services at

Memorial University continue to acquire materials and resources related to parenting, parent education, and parent involvement.

The Newfoundland
Teachers' Association

The Newfoundland Teachers' Association has, over the past number of years, shown a great deal of concern for young children, particularly those of disadvantaged environments (Newfoundland Teachers' Association Curriculum Sub-Committee 1980). As well, a number of policy statements and publications have pointed to the increased awareness by the Association of the need for recognizing the value of more positive school-community relations and increased parent-teacher interaction (Newfoundland Teachers' Association Communications Committee 1979). Additionally, the importance of extending programs and services to varied parent groups has been advocated (Newfoundland Teachers' Association Committee on Early Childhood and Family Education 1984; Newfoundland Teachers' Association Policy Handbook 1983). Since the Association recognizes the involvement and education of parents as being essential to the provision of quality education for children in the province, the researcher makes the following recommendations.

22. It is recommended that the Newfoundland Teachers' Association develop a policy regarding the role of parents in education in the province's schools. The policy should address, as well, the provision of programming for educating and involving parents. The Association is referred to Parents in the

Schools: Policy Document (National Union of Teachers 1979) as a starting point.

23. It is recommended that the Association spotlight the theme "Parent Education and Parent Involvement" at an Annual General Meeting.
24. It is recommended that the Association, through its Special Interest Councils and Committee structure, encourage the development of resources and programs to aid teachers in the provision of a broad range of services and activities to parents (e.g., developing parent kits of science/math activities, videotapes of how to read to your child, pamphlets concerning practical topics of interest to parents, such as "The Report Card," "Computers in the Schools," "What to Do If You Think Your Child Wants to Drop Out").
25. It is recommended that the Association provide in-service training for teachers in the province regarding the provision of a wide range of parent education programs and resources.
26. It is recommended that the Association study the possible implications of extensive teacher involvement in providing such services to parents, particularly with reference to increased demands in terms of time and workload.
27. It is recommended that the Information Center of the Newfoundland Teachers' Association expand its current holdings on parenting, parent education, and parent involvement.
28. It is recommended that the Association continue the circulation of pamphlets such as "Parents Are Teachers Too" and "Child's Play Is Serious" to the general public.
29. It is recommended that the Association intensify its efforts to make teachers aware of the valuable effects which accrue to children, parents, and teachers when parent education programs and involvement activities are provided. This recommendation may be actioned through a series of articles in the publications of the Association (e.g., The Journal), presentations at Branch meetings, or Spotlight Sessions at President's Meetings).
30. It is recommended that the Association consider the

possibility of highlighting parent education and involvement during Education Week.

31. It is recommended that the Association study the implication of the provision of increased parent education and involvement programs on teacher image in the community, as Steer has commented that the expansion of parent involvement programs (e.g., parent education, home visiting) may be a key factor in combatting diminished support for public education in Newfoundland and Labrador (Steer 1981).
32. It is recommended that the Association encourage the establishment of home and school parent-teacher associations and parent advisory groups in communities throughout the province. Dotten points to the value of such groups by stating, "Many educators it seems have overlooked the fact that they have had for decades a 'built-in' public relations organization in home and school [associations]" (Dotten 1972).

The Newfoundland and Labrador Federation of Home and School and Parent-Teacher Associations

The Newfoundland and Labrador Federation of Home and School and Parent-Teacher Associations is one of the few organizations providing parents with access to information and a forum for participation in the province's educational system, and thus it occupies a critical position in terms of the continued growth and development of parent involvement. The researcher addresses the following recommendations to the Federation.

33. It is recommended that the Federation develop a policy statement with regard to the involvement of parents in the province's educational system. The policy should also address the kinds of educational and involvement programs necessary in the provision of quality parenting.
34. It is recommended that the Federation continue to

encourage the organization of local parent-teacher associations throughout the province and to highlight, through the media, the importance of parent involvement at the local and provincial levels.

35. It is recommended that the Federation encourage local associations to diversify their programs with less emphasis on fund-raising and more emphasis on informing, educating, and involving parents. Local groups could be encouraged to: set up toy and book lending libraries, provide adult literacy courses, provide guest speakers to talk on topics of interest to parents, develop a cookbook of nutritious school lunches, and so on.
36. It is recommended that the Federation become involved in the development of short courses or mini-workshops concerned with topics of interest to parent-teacher associations (e.g., Organizing an Effective P.T.A., Attracting the Apathetic, Programming for P.T.A.s).
37. It is recommended that the Federation establish a resource center of materials and research related to parenting, parent education, parent involvement, and parent-teacher interaction and that bibliographies of materials be circulated to local associations from time to time.
38. It is recommended that the Federation consider the possibility of mandated parent involvement in the province's educational system.
39. It is recommended that the Federation seek to have representation on all government committees or investigations pertaining to the education, health, and welfare of children. In particular, it is recommended that parent representation be sought for all committees which develop curriculum, evaluation procedures, and the like for the province's schools.
40. It is recommended that the Federation consider the possibility of employing, on a full-time basis, a provincial coordinator of the Federation's programs and services, as such an individual could contribute a great deal to the expansion of the Federation and the coordination of services.
41. It is recommended that the Federation approach the Government of Newfoundland and Labrador for increased

funding necessary to carry out the previous recommendations.

Recommendations for Further Research

Stevens has suggested that "substantial research needs to be done to identify those aspects of parent education programs which indicate effects" (Stevens 1978).

Since the current study was primarily concerned with the determination of need for an in-service program for parents of pre-kindergarten children and the subsequent development of the program, further research in specific areas is indicated.

42. It is recommended that the handbook developed by the researcher (i.e., Options: A Program for In-Servicing Parents of Pre-Kindergarten Children: A Teacher's Handbook) be evaluated through piloting and teacher critique to determine if the handbook meets with the needs and expectations of teachers in the field.
43. It is recommended that the effect upon parents, children, and the parent-teacher relationship be determined following the presentation of material from the in-service program for parents of pre-kindergarten children.
44. It is recommended that further needs assessment of the opinions and perceptions of parents as to the content and format of parent education programs be conducted.
45. It is recommended that the perceived value of current parent education programming be assessed by obtaining a cross-section of opinion of those parents participating in such services.
46. It is recommended that a number of controlled studies be undertaken to determine the effects of various parent education programs and techniques in a Newfoundland setting.

47. It is recommended that research be undertaken to determine the relationship of adult illiteracy and the ability to parent effectively.
48. It is recommended that research determine the effects of a disadvantaged socio-economic environment on children's development and level of achievement.
49. It is recommended that research be undertaken to determine the relationship of inadequate preparation for childrearing and marital and family relationships.
50. It is recommended that research be undertaken to document the history of parenting, parent education, and parent involvement in the province. As well, the historical perspective of the position of the child in Newfoundland society needs to be examined.

Concluding Summary

Children, parents, and educators in the province of Newfoundland and Labrador stand on the threshold of the new and exciting challenges of the twenty-first century. At this time in the history of the province, there exists a unique opportunity to learn from the knowledge and experience of others, to do more than we have ever done before to foster the growth and development of the children in our homes and our schools. The challenge is ours! It is hoped that the current study will serve as a catalyst for change.

The most important task we have before us is the development of whole, fine human beings. The task of enhancing human potential requires knowledge and skills that can be conveyed to parents and potential parents. A comprehensive program of parent education for human development is the touchstone for improved parenting and healthy children. (Lane 1975:26).

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Note: Every attempt has been made by the researcher to include all relevant bibliographic data; however, as a number of sources were obtained in vertical files, through inter-library loan, and in the form of mimeographed copy, all pertinent data was not always accessible. In a small number of instances, the bibliographic citation is therefore incomplete. All sources in the Selected Bibliography have been arranged in alphabetical order by author surname. In instances where an author has written several publications, works will be cited chronologically.

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APPENDIX A
LETTERS TO THE SUPERINTENDENTS

[Initial Letter of Request to District Superintendents]

Box 775
Clarenville, NF AOE 1J0

Dear Sir:

As part of the degree requirements for an M.Ed. in Curriculum and Instruction at Memorial University of Newfoundland, I am in the process of preparing an in-service program for parents of pre-kindergarten children. The program would be utilized by kindergarten teachers.

To adequately reflect the kind of program that should be developed, I have devised a needs assessment to be completed by kindergarten teachers. Thus, I respectfully request permission to administer the assessment instrument to a random sample of kindergarten teachers within your School District. I have enclosed a consent form for your convenience.

As well, I would appreciate your forwarding your District's policy with regard to parent education and involvement and/or any information on programs or practices dealing with parent education that have been tried or are currently being used within your District, and/or your personal comments with regard to the subject.

I have enclosed a copy of the needs assessment for your perusal. Should you require any additional information, please feel free to contact me at my home address (above) or telephone after 5 p.m.

A reply at your earliest convenience would be greatly appreciated.

Sincerely,

Linda M. Doody

enclosures

[Second Letter of Request to District Superintendents]

Box 775
Clarenville, NF A0E 1J0

Dear Sir:

During mid-October of this year I sent the enclosed package of information to your office; however, I have received no reply to my request. As the information pertains to a request to administer a survey in your School District which will enable me to complete an M.Ed. degree, I would be most appreciative of your cooperation.

As I have a deadline to meet with regard to the research, I would certainly welcome a response to my request, be it positive or negative, at your earliest convenience.

I look forward to hearing from you.

My thanks for your anticipated cooperation.

Sincerely,

Linda M. Doody

enclosures

APPENDIX B
SUPERINTENDENTS' LETTER OF PERMISSION

[Superintendents' Letter of Permission]

TO: Linda M. Doody
Box 775
Clarenville, NF
A0E 1J0

I hereby give my consent to Linda M. Doody to administer her needs assessment to kindergarten teachers employed by my School Board.

Superintendent's Signature _____

Name of School Board _____

Date _____

APPENDIX C
LETTER TO PRINCIPALS

[Letter of Request to Principals]

Box 775
Clarenville, NF A0E 1J0

Dear Principal:

As part of the degree requirements for an M.Ed. in Curriculum and Instruction at Memorial University of Newfoundland, I am in the process of preparing an in-service program for parents of pre-kindergarten children. The program would be utilized by kindergarten teachers.

To adequately reflect the kind of program that should be developed, I have devised a needs assessment to be completed by kindergarten teachers. It would be greatly appreciated if you would have the kindergarten teacher(s) in your school(s) complete this assessment and return it to me in the stamped, self-addressed envelope by _____. Permission has been granted by your District Superintendent to conduct this survey.

Should you or your teachers require any additional information in completing the form, please contact me at my home address (above) or telephone _____ (collect) after 5 p.m.

Thanking you in advance for your anticipated cooperation.

Sincerely,

Linda M. Doody

enclosures

APPENDIX D
LETTER TO KINDERGARTEN TEACHERS

[Letter of Request to Kindergarten Teachers]

Box 775
Clarenville, NF A0E 1J0

Dear Teacher:

As part of the degree requirements for an M.Ed. in Curriculum and Instruction at Memorial University of Newfoundland, I am in the process of preparing an in-service program for parents of pre-kindergarten children. The program would be utilized by kindergarten teachers.

To adequately reflect the kind of program that should be developed, I have devised the enclosed needs assessment. It would be greatly appreciated if you would complete and return it to me in the enclosed self-addressed envelope by _____ . All replies will, of course, be confidential.

Should you require any additional information in completing the form, please contact me at my home address (above) or telephone (collect) after 5 p.m.

Thanking you in advance for your anticipated cooperation,

Sincerely,

Linda M. Doody

enclosures

N.B. If you would like to participate in critiquing the in-service handbook or in piloting the program, please include your name, mailing address, and phone number so I may contact you. If not, this specific information is optional.

APPENDIX E
THE SURVEY QUESTIONNAIRE

[Initial Needs Assessment Format]

KINDERGARTEN HANDBOOK NEEDS ASSESSMENT

Please complete the following information sheet concerning the need for a handbook on in-servicing parents of pre-kindergarten children.

Name _____ Age _____ Sex _____

Home Address _____ Phone _____

Degree(s) _____ Teaching Certificate _____

Years of Teaching Experience: Primary (K-4) _____
Elementary (4-8) _____
High (8-12) _____

Present Teaching Assignment _____

School Address _____ Phone _____

1. Do you think knowing how to conduct a Parent Workshop would be helpful to you? Yes No

2. Explain why this knowledge might be useful to you.

3. Do you think such a workshop would make parents more aware of the nature and scope of the kindergarten program? Yes No

4. Do you think such a workshop would make parents more aware of the ways and areas in which they could help their children at home? Yes No

5. What do you think would be the effect of more informed and knowledgeable parents?

14. If you are presently teaching kindergarten, or have taught kindergarten previously, describe any program or technique you used to involve parents.

15. How would you rate parental reaction to your attempts to involve them?

Very positive positive neutral negative

16. In the case of lack of parental involvement, what do you think may have caused it?

17. What observations did you make as a result of increased parental involvement?

In parents _____

In kindergarten students _____

18. What problems would you foresee in implementing a Parent Orientation (Workshop) Program?

19. How effective do you think the following techniques and approaches would be with parents as part of a parent orientation program?

(NB: 1 = least effective; 5 = most effective)

- a. Guest Speakers (nurses, doctors, etc.) 1 2 3 4 5
- b. Simulation Activities (simulating kindergarten experiences) 1 2 3 4 5
- c. Child Observation 1 2 3 4 5
- d. Discussions 1 2 3 4 5
- e. Lecture-Type Presentations 1 2 3 4 5
- f. Activity-Oriented Sessions 1 2 3 4 5
- g. Video Tapes of Classroom Situations 1 2 3 4 5
- h. Other Audio-Visual Presentations (films, slides, tapes, etc.) 1 2 3 4 5
- i. Commercial Booklets, Books, Pamphlets 1 2 3 4 5
- j. School-Produced Pamphlets/Booklets 1 2 3 4 5
- k. Displays (toys, books, etc.) 1 2 3 4 5
- l. Other _____ 1 2 3 4 5

20. In what areas do you think it is important to inform a parent?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

21. What do you think is a good time to hold an Orientation Session with parents?

_____ Prior to children coming to school

_____ After children have started school

What time? Morning Afternoon Evening

22. Would you be willing to critique a handbook on inservicing parents of pre-kindergarten children?
Yes No
23. Would you be willing to pilot the ideas contained in such a handbook and conduct a Parents' Workshop?
Yes No
24. Please make any comments you wish to make:

25. How would you rate the idea of involving parents more in regard to the total problems or concerns you have in relation to the kindergarten program?

Most important concern

Moderate concern

Least concerned

Not concerned at all

[Revised Needs Assessment Format]

PARENT IN-SERVICE PROGRAM: NEEDS ASSESSMENT

Introduction

The purpose of this questionnaire is to determine the need for an in-service program for parents of pre-kindergarten children. As the program will be designed for utilization by kindergarten teachers, your input prior to its development is of paramount importance. Thus, you will be asked to give information as to your perception of the need for such a program, its possible content and probable effectiveness. As well, you will be asked to comment on any related involvement you have had in the area of school-initiated parent education.

Please complete the following information.

I. Sample Data

Name (optional) _____ Age _____ Sex _____

Mailing Address (optional) _____

Phone (optional) _____

Degree(s) _____ Teaching Certificate _____

Teaching Experience (Years)	Primary K-4	Elementary 4-8	High 8-12
--------------------------------	----------------	-------------------	--------------

Present Teaching Assignment
(Grades/Subjects)

School _____ Phone _____

Mailing Address _____

School Population _____ Range of Grades _____

Does your school have a PTA or other parent/teacher group? (Check one): Yes _____ No _____

If yes, indicate by checking which of the following are basic aims and objectives of the group:

- (a) To provide a close link between home and school _____
- (b) To give parents/teachers a better understanding _____

- of each other's problems _____
 (c) To raise funds _____
 (d) To inform parents of the school's teaching methods and educational philosophy _____
 (e) Other (please specify) : _____

Check which of the following areas of parent involvement are currently characteristic of your school at the primary level:

- (a) Open house/parent visitation _____
 (b) School/class newsletters _____
 (c) Parent volunteers _____
 (d) Home visits by teacher _____
 (e) Regular home phone contact by teacher _____
 (f) Informal chats with parents _____
 (g) School handbook for parents _____
 (h) Parent resource center _____
 (i) Other (please specify) : _____

II. Community Profile

Which of the following best describes the parents of the children in your school? (Check one):

- (a) Largely non-professional and unskilled workers _____
 (b) Mainly skilled or semi-skilled workers _____
 (c) Large number of professional/managerial workers _____
 (d) A mixed community, not adequately described by
 (a), (b), (c) _____

Is the geographic area served by your school characterized by high unemployment (over 20%)? (Check one):

Yes _____
 No _____

Is the geographic area served by your school characterized by a large number of welfare recipients (over 20%)? (Check one):

Yes _____
 No _____

Is the parent population served by your school largely (check one):

uneducated (primary level only) _____
 moderately educated (elementary level only) _____
 educated (high school completion) _____
 well educated (university, technical college) _____
 other (please specify): _____

III. Assessment of Need

1. Indicate the level of awareness you have found parents to have in the following areas. (Check one in each section.)

(a) Kindergarten goals/objectives

exceptionally aware	_____
moderately aware	_____
totally unaware	_____

(b) Kindergarten program/curriculum

exceptionally aware	_____
moderately aware	_____
totally unaware	_____

(c) Early childhood developmental levels

exceptionally aware	_____
moderately aware	_____
totally unaware	_____

(d) Appropriate early childhood experiences

exceptionally aware	_____
moderately aware	_____
totally unaware	_____

(e) Ways of aiding pre-kindergarten child's development at home

exceptionally aware	_____
moderately aware	_____
totally unaware	_____

(f) Resources available to parents to aid in parenting

exceptionally aware	_____
moderately aware	_____
totally unaware	_____

(g) The importance of good home/school communication

exceptionally aware
 moderately aware
 totally unaware

2. Do you think parents can be effective teachers of their own pre-kindergarten children? Yes _____
 No _____

If no, explain why: _____

3. Indicate from your own experience the level of parental involvement in fostering pre-kindergarten readiness you have observed:

exceptionally good
 average
 mediocre
 non-existent

4. Do you think parents can be helped to improve their competence as parents and as teachers of their own pre-kindergarten children? Yes _____
 No _____

5. Do you think an in-service session (workshop) for parents would be an effective means of helping parents improve their ability to teach their own pre-kindergarten children? Yes _____
 No _____

6. Do you think knowing how to conduct in-service with parents would be helpful to you? Yes _____
 No _____

7. This knowledge would be helpful to you because it would (check all which apply):

- (a) Save time
- (b) Be a resource you could further develop or adapt
- (c) Others (please list)

8. Do you think such a program would significantly increase any or all of the following:
- (a) Variety of home help Yes ___ No ___
(b) Quality of home help Yes ___ No ___
(c) Quantity of home help Yes ___ No ___
9. Which of the following do you feel to be the effects of more informed and knowledgeable parents? (Check all which apply.)
- (a) Significant improvement in readiness of pre-kindergarten children ___
(b) More successful kindergarten students ___
(c) Improved social/emotional adjustment of kindergarten students ___
(d) Improved parent/child relationship ___
(e) Improved parent understanding of school program and its objectives ___
(f) Improved parent/teacher relations ___
(g) Other (please specify): _____

10. Do you think a teacher's handbook outlining the process for implementing parent in-service would be helpful?
- Yes ___
No ___
11. Would such a handbook be helpful because (check all which apply):
- (a) It would provide planning and organization ___
(b) It would provide a series of ideas you could adapt ___
(c) It would suggest resources ___
(d) Others (please list): _____

12. Do you think parents in your particular area would participate in such a program? Yes ____
No ____

If no, please indicate reasons (check those which apply):

- (a) Work commitments ____
 - (b) Family responsibilities ____
 - (c) Educational background ____
 - (d) Apathy ____
 - (e) Negative attitudes to school ____
 - (f) Others (please list): _____
-
-
-

13. Do you think your school administration would support and encourage such a program? Yes ____
No ____

If no, please indicate reasons (check all which apply):

- (a) Would see no educational value in it ____
 - (b) Was tried, did not work ____
 - (c) Too time-consuming ____
 - (d) Others (please specify): _____
-
-
-

IV. Nature of the Program

This section is to be answered by teachers currently teaching kindergarten and those previously involved in any type of school-initiated parent education.

14. Have you ever used a program or specific techniques to involve and educate parents of pre-kindergarten children? Yes ____
No ____

Children of other ages? Yes ____
No ____

15. Describe in detail any program(s) or technique(s) which you have used and/or are currently using to involve and educate parents.

16. Was the program you were involved in initiated because of (check one):
- (a) School administration
(b) School board
(c) You
(d) Parent request

17. How would you rate parental reaction to your attempts to involve and educate them? (Check one):

extremely positive	_____
positive	_____
neutral	_____
negative	_____

18. Do you think lack of parental response and involvement was caused by (check all which apply):

(a) General lack of concern by parents	_____
(b) Parental work and family commitments	_____
(c) Ineffective, uninteresting program	_____
(d) Transportation unavailable to parents	_____
(e) Others (please specify):	_____

19. Indicate the informal or formal observations you made as a result of increased parental involvement through your program:

In parents _____

In children _____

In your inter-personal relationship with parents

20. List the problems which you encountered in implementing such a program:

21. How effective do you think the following techniques and approaches would be with parents as part of a parent in-service program? (Circle one in each line.)

(1 = least effective; 5 = most effective)

- | | |
|---|-----------|
| (a) Guest speakers (nurses, doctors, etc.) | 1 2 3 4 5 |
| (b) Simulation activities (simulating kindergarten/pre-kindergarten experience) | 1 2 3 4 5 |
| (c) Child observation in classroom setting | 1 2 3 4 5 |
| (d) Discussions | 1 2 3 4 5 |
| (e) Lecture-type presentations | 1 2 3 4 5 |
| (f) Activity-oriented sessions | 1 2 3 4 5 |

(g) Role-playing	1 2 3 4 5
(h) Video-tapes of sample situations	1 2 3 4 5
(i) Other audio-visual presentations (films, slides, tapes, etc.)	1 2 3 4 5
(j) Commercial/government agency books, pamphlets	1 2 3 4 5
(k) School-produced pamphlets, booklets	1 2 3 4 5
(l) Displays (toys, books, etc.)	1 2 3 4 5
(m) Others (please specify):	1 2 3 4 5

22. List the areas of content which you feel an in-service program for parents of pre-kindergarten children should have:

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

23. What would be the most opportune time for holding such in-service sessions with parents? (Check one.)

- (a) Before the child comes to school _____
- (b) After the child starts school _____
- (c) A combination of (a) and (b) _____
- (d) Other (please specify): _____

24. What time of day would seem to be more appropriate for maximum involvement of parents? (Check those appropriate.)

(a) Morning Afternoon Evening

(b) Week day _____
Weekend _____

List any combination you feel particularly appropriate:

—
—
—

- '25. Would you be willing to:

(a) Critique a handbook on in-servicing parents
of pre-kindergarten children? Yes _____
No _____

(b) Pilot the ideas contained in such a handbook
and conduct an actual Parents' Workshop? _____

26. How would you rate your concern for increased parent education and involvement in comparison to the problems and concerns you have in relation to the total kindergarten program and school situation?

Of great concern
Of moderate concern
Of little concern
Of no concern

27. Please feel free to make any additional comments you would like regarding any portion of this survey or some new point which has not been dealt with.

(continued overleaf)

THANK YOU FOR YOUR TIME AND COOPERATION.

[Alternate Introductory Form]

PARENT IN-SERVICE PROGRAM: NEEDS ASSESSMENT

Introduction

The purpose of this questionnaire is to determine the need for an in-service program for parents of pre-kindergarten children. As the program will be designed for utilization by kindergarten teachers, your input prior to its development is of paramount importance. Thus, you will be asked to give information as to your perception of the need for such a program, its possible content and probable effectiveness. As well, you will be asked to comment on any related involvement you have had in the area of school-initiated parent education.

Please complete the following information.

I. Degree(s) _____ Teaching Certificate _____

Teaching Experience (Years)	Primary K-4	Elementary 4-8	High 8-12
--------------------------------	----------------	-------------------	--------------

Present Teaching Assignment _____
(Grades/Subjects)

School Population _____ Range of Grades _____

Does your school have a PTA or other parent/teacher group? (Check one): Yes _____ No _____

If yes, indicate by checking which of the following are basic aims and objectives of the group:

- (a) To provide a close link between home and school _____
- (b) To give parents/teachers a better understanding of each other's problems _____
- (c) To raise funds _____
- (d) To inform parents of the school's teaching methods and educational philosophy _____
- (e) Other (please specify): _____

APPENDIX F

POLICY STATEMENTS PROVIDED BY DISTRICT SUPERINTENDENTS

POLICY STATEMENTS PROVIDED BY DISTRICT SUPERINTENDENTS

Introduction

Three district superintendents provided written policy statements concerning their respective district's policy regarding parent involvement and education.

Two of the statements have been included in their entirety. The third statement has been condensed, as a lengthy portion of the statement included a parents' booklet and a series of cutting, tracing, and coloring activities not specifically related to policy. The booklet, which was entitled "Welcome to Primary Kindergarten," contained information on school policies, a description of the first day at school, etc. The introduction from this booklet was selected and reproduced, as it further elucidates the intent of district policy.

For the sake of consistency in format and ease of incorporation into the body of the text, all policy statements have been retyped. To preserve confidentiality, the names of district superintendents and their respective boards have been deleted.

Policy Statement OneIN-SERVICE PROGRAMS FOR PARENTS OF PRE-KINDERGARTEN CHILDREN

The [Board's name deleted] has been concerned for some time with the disparity in levels of school readiness experienced by kindergarten students. Those children who have suffered from some form of deprivation are not only handicapped initially but tend to experience problems throughout their educational careers, often dropping out of school before obtaining an adequate level of education. This being the case, then, there has been a concerted effort to offer parents and children some form of assistance. While programs differ from school to school, certain common features can be noted:

1. The School Readiness Survey, distributed by the Guidance Center in Toronto, is provided upon request to all schools within the constituency. This survey provides data on various aspects of readiness. The information gained allows teachers and administrators to set up preparatory classes to help address some of the weaknesses indicated by the survey.

2. A number of schools also have parent in-service sessions. During these sessions parents are shown the importance of a number of readiness ideas which can be utilized in the home. Some time is usually devoted to certain health and nutritional concerns as well. In some

sessions the parents are given a brief overview of the kindergarten curriculum. One resource booklet that has been used for a number of years is What To Teach Your Child, distributed by Continental Press.

3. Pre-kindergarten sessions have been set up in a number of schools, where children are given a number of readiness experiences by qualified primary teachers. One school commences its program one year prior to the actual year of entrance.

While schools are given a certain degree of autonomy, then, in initiating programs and services for pre-school assistance, it is hoped that all schools will offer assistance where it is deemed necessary. The Board certainly provides for all necessary assistance in this area when called upon to do so.

Policy Statement TwoPOLICY STATEMENT1. Age of School Entrance

Kindergarten children registering for the school year beginning in September must be five (5) years of age on or before December 31 of the school year.

2. Proof of Child's Age

To register children for the kindergarten year, parents must bring a birth certificate, baptismal certificate, or accepted proof of the child's age.

3. Medical Examination

Children entering kindergarten for the first time must receive a medical examination before September of the school year.

KINDERGARTEN REGISTRATION

1. All elementary schools shall set aside one half-day for the purpose of registering children for kindergarten.
2. The form, Kindergarten Enrollment, shall be completed on the day of registration and forwarded to the school board office.
3. The form, Kindergarten Checklist, shall be sent to parents well in advance of the designated date of registration. This will ensure that registration procedures are completed prior to, and on the date of, kindergarten registration.
4. The booklet, "Those First School Days," shall be given to parents at registration. Should time permit, the kindergarten teacher, or other available school personnel, should do a guided reading of this booklet in the presence of the parents.
5. Kindergarten registration is to take place on or before March 15 of the year previous to the child's actual schooling.
6. A list of the names of children enrolled in kindergarten shall be forwarded in advance to the Public Health Nurse and to Central Office upon completion of enrollment. This procedure will ensure adequate coverage of each child's profile when the "Teacher/Nurse" conference is convened.

KINDERGARTEN TEACHER/PUBLIC HEALTH NURSE CONFERENCE

This conference with the Public Health Nurse should take place in September. Basically, this conference will deal with the overall development of each child. Specifically, the kindergarten teacher should be informed of the results of testing, especially on the Denver Developmental Screen Test.

Also included with the policy statement was the following checklist.

KINDERGARTEN CHECKLIST

(To be Filled Out by Parents of Guardians of Students)

Name of Student: _____ (Last) _____ (First)

Address/Telephone: _____

Student's Birthdate _____ Age: _____ Sex: _____ Denom.: _____

School to be Attended: _____

Name of Parents or Guardians: _____

Address of Parents or Guardians: _____

Father's Occupation: _____ Mother's Occupation: _____

Father's Educational Level (circle one):

K 1 2 3 4 5 6 7 8 9 10 11 Post-Secondary

Mother's Educational Level (circle one):

K 1 2 3 4 5 6 7 8 9 10 11 Post-Secondary

DEVELOPMENTAL HISTORY

1. Was child born premature? _____ (If so, how much?) _____

2. At what age did child say first words? _____

3. At what age did child first walk? _____

4. Has child ever had any serious illnesses? _____

5. Has child ever had any serious accidents? _____

VISION

1. Does student presently wear, or has child ever worn, glasses? _____
2. When did student have last eye examination? _____
What were the results? _____
3. Do you think the child sees well? Yes _____ No _____
4. Does child have frequent headaches? Yes _____ No _____

HEARING

1. Has this child ever had any ear infections? _____ If yes, please explain _____
2. Has child's hearing ever been checked? _____ If yes, what were the results? _____

3. Do you think the child hears well? _____

GENERAL HEALTH

1. Does the child visit dentist regularly? _____
2. Does the child have any physical problems? _____
3. Does child need to use washroom often? _____
4. Are there any other medical problems which teacher should know about? _____

SOCIO-EDUCATIONAL

1. Did this child attend nursery school? _____
When? _____ Where? _____ How long? _____
2. Is this child shy? Yes _____ No _____
Does this child like talking? Yes _____ No _____

3. Does child receive the recommended 10-12 hours' sleep per night? Yes _____ No _____
4. Is the child normally happy? Yes _____ No _____
5. Is the child overactive? Yes _____ No _____
6. Does this child like playing with other children?
Yes _____ No _____

ACADEMIC

1. Has your child been read to often? Yes _____ No _____
2. Does the child know any of the ABCs? Yes _____ No _____
3. Can the child count? Yes _____ No _____ How far? _____
4. Does the child know any colors? Yes _____ No _____
Which ones? _____
5. Which hand does the child use to hold a pencil? _____
6. Does the child have an interest in books and numbers?
Yes _____ No _____

Kindergarten children registering for the school year beginning in September must be FIVE (5) years of age on or before December 31 of the school year.

To register your child for the school year, you need to bring a birth certificate, baptismal certificate, or accepted proof of your child's age.

Children entering kindergarten for the first time must receive a medical examination before September of the school year.

Policy Statement Three

A GUIDE TO DEVELOPING ORIENTATION SESSIONS FOR
PRE-KINDERGARTEN CHILDREN

Preliminary Organization

The Kindergarten Committee recommends that every school in the District implement an orientation period for pre-entry pupils and parents. These sessions would occur each spring over a period of time and would involve at least four sessions--one for the parents and a minimum of three for the children. In the sessions for parents, the curriculum and various school activities could be explained.

The following is a list of recommendations which the Committee would like to have implemented for immediate use in the District, i.e., these suggested orientation sessions would be instituted this spring.

1. Regular kindergarten classes would be suspended to accommodate the orientation period.
2. Pre-entry children would be involved in a minimum of three sessions.
3. Each of these sessions would involve a maximum of one hour.
4. There should be a maximum of 10-12 pre-entry children per teacher per session in instances where total enrollment is too large to accommodate in one group.

5. Parents should be notified by letter or phone about the time of their child's orientation session.
6. Parents can stay for the first session.
7. Changes in any of the above arrangements to be done in consultation with appropriate Central Office personnel.

The following comments are suggestions for activities and materials to be utilized.

Session I

Children would be supplied with name tags in various shapes, e.g., triangle shape. The main activity would be playtime, which would enable the teacher to ascertain the degree to which each child can interact socially with his peers.

1. Materials needed: plasticine, puzzles, large picture books (preferably with few words), crayons, manila paper, scissors, toys (trucks, cars, balls, Fisher-Price toys, shape-o, stacking toys, or any others found in the classroom).
2. Games such as Little Sally Saucer, Ring Around the Rosie, Jack Be Nimble, etc.
3. Songs such as "Hickety Tickety Bumble Bee," "Alphabet Song," "Row, Row, Row Your Boat," or any nursery rhymes.
4. Distribute for coloring a large picture of a fish, an apple, a ball, or some other such object with few details

in it. These could be taken home. Provision should be made to put a star, a happy face, or some other such award on these take-home papers.

5. A simple story such as "Goldilocks" or "The Three Little Pigs" could be read. Whatever material is chosen, the pictures should be large and colorful, and the text should be short.

Sessions II and III can include some or all of the items conducted in Session I. Activities to be done could be chosen at the teacher's discretion.

Session II

1. A different-shaped name tag from that used in Session I should be distributed to each child at the beginning of the session.

2. The teacher can check the recognition of the eight basic colors while the children are coloring.

3. The teacher can determine whether the children can print their names, and this can be done, for example, as the children attempt to put their names on the sheet for color recognition. At the same time, the teacher can notice how the children print, e.g., all capitals (JOHN), or capitals plus lower-case (John), or reversals (~~Torin~~), or a mixture (JoHn).

4. A large picture (e.g., a squirrel or a ball) of dot-to-dot tracing can be used to determine coordination, perception, or number knowledge from one to ten.

5. During this session, the teacher can also check letter recognition. Capital letters would be checked first, and if the child recognizes these, then the lower-case letters could be checked.

6. The children should be provided with a take-home paper which can have a star or a happy face attached.

Session III

The work begun in Session II could be continued.

1. All children would be provided with a different-shaped name tags.

2. Numeral recognition (1-10) can be done if this has not been completed in Session II.

3. Teachers should check rote counting, using objects, e.g., blocks, pencils, crayons.

4. Another checking activity would be tracing, coloring, and printing of names. These activities could have a star or a happy face attached.

5. Children should be taken on a tour of the school to familiarize them with the washrooms, the resource center, the gym, the canteen, etc.

6. Dressing ability, e.g., tying shoe laces, can be checked if time is available.

7. A checklist on each child should be completed at the end of this session.

A pre-kindergarten checklist can assist the kindergarten teacher in a number of ways:

1. It would give the teacher a considerable amount of advance information on the various stages of readiness of the children. This would create a starting point for the teacher when these children do enter school and enable her to make more efficient and effective use of her time.

2. It would enable the teacher to identify potential problems (e.g., eye or speech defects) prior to school entry and to advise parents to seek professional assistance about these problems if they have not already done so.

3. It would give teachers an opportunity to secure necessary instructional materials and to make teaching plans that accommodate the unique needs of individual children. This is especially important in the area of ordering materials, since this is done in the spring of each year.

4. Some children are very anxious and emotional about the beginning school experience, and an orientation session can do much to allay these fears.

5. It must be emphasized here that these orientation periods are not intended for the purpose of categorizing or grouping children prior to entering kindergarten. Nor is it intended to ascertain whether children have mastered the concepts and skills outlined in the checklist or whether, indeed, they will have retained in September what was "known" during the orientation period. The main purposes of these sessions are to establish a healthy relationship between the child and the school, to develop a good rapport between

the child and the teacher, and to assist the teacher in gleaning some knowledge of the children before they come to school.

The following checklist is an example of the kinds of things which would be beneficial for the teacher to know in planning for the eventual entry of the pre-kindergarten children:

1. Handedness--Is the child left- or right-handed?
2. Name Printing--Can the child print his name? If so, does he use capitals, lower case, or a mixture of both?
3. Color Recognition--Does he know any or all of the eight basic colors? Which ones doesn't he know?
4. Coordination--Has the child a highly developed sense of coordination as exhibited by his coloring or tracing? Does he have great difficulty in this area?
5. Letter Recognition--Does the child recognize and/or know capital and lower-case letters? Which one(s) is he having difficulty with?
6. Numeral Recognition--Does the child recognize the numerals 1-10? Which one(s) cause difficulty?
7. Rote Counting--Can the child do rote counting with objects?
8. Comments--This section would be for indicating social behavior, defects, or any other atypical or noteworthy behavior the teacher feels is useful information as it pertains to the child's instruction.

The following key can be used with this checklist:

- ✓ - "mastered" at present
- - doesn't know at present
- F - fair
- G - good

Parent Questionnaire for Session I

A checklist to help parents in appraising readiness
for kindergarten

Child's Name: _____

Parents' Names: _____

1. Will your child be five years, six months, or older
when he begins school? _____
2. Can strangers easily understand your child's speech?

Can your child tell you:

1. How many legs a dog has _____
2. Where milk comes from _____
3. The names of three or four colors you point out _____
4. In what ways an apple and orange are the same _____
5. What his ears and eyes are used for _____
6. Which is larger, a cat or a mouse _____

Can your child:

1. Play cooperatively with other children his age _____
2. Button a coat or dress _____
3. Zip up a coat _____
4. Care for himself at toilet _____
5. Wash his hands unaided _____
6. Go about the neighborhood alone _____

7. Be away from you for two or three hours without being upset _____
 8. Dress himself except for tying _____
 9. Use pencil or crayons for drawing _____
-

General Questions:

1. Have you attempted to create in your child the idea of looking forward to school? _____
 2. Is your child unafraid of going to school? _____
 3. Does he often ask about school and when he can go?

 4. Do you have books in your home that your child looks at?

 5. Does your child watch Educational Programs on T.V., such as Sesame Street? _____
 6. Do you read stories to your child as often as you can?

-

[Excerpt from "Welcome to Primary School Kindergarten"--
A Booklet for Parents]

This booklet and the accompanying pamphlets are intended to help you prepare your child for kindergarten. Please read them carefully, and keep them for future reference.

Attending kindergarten can be a very large step for a child, especially if it is the first time that the child has had to leave the security of his mother and his home. It is hoped that the orientation program will help to make the transition from home to school easier by giving the child an opportunity to become familiar with his teachers and classroom and hopefully develop the attitude that school is a pleasant, happy place.

The kindergarten year is a very important period in the child's education. It is a time of learning in many areas, and the primary objective is to get the child ready to successfully cope with the following eleven years of schooling.

It is well for parents and teachers to remember at this time, as indeed throughout the whole educational process, that all children are not ready to learn the same things at the same time. Nor will all children progress through the program at the same rate. You do not worry if another child walks or talks before your child because you feel certain that your child will walk or talk when he is

ready. The same applies to education; some children are ready to do more advanced work before others. Our job at the school is to meet the needs of the children at their present stage of development and help them to progress from there at the rate that the child's capacity to learn will permit. Your job at home is to continually encourage the child, whatever his level of development, and never discourage him through useless comparison with another child who has progressed to a level which is beyond your child's present capacity.

Accentuate the positive and praise him for those things he can do. Do not undermine his confidence through criticism of those things he is slow to learn, for that can only serve to exert pressure on the child and turn him off to the joy of learning before he has a chance to begin. Especially do not be dismayed if he has not started reading before Easter, or even by the end of kindergarten. There are many skills which are complementary to the act of reading which must be thoroughly developed before the child becomes involved in the actual process of learning to read. Research has shown that very often the cause of reading problems in later grades can be traced to the fact that children were rushed into learning to read before they were ready. At primary school we try to ensure that the child has mastered all of the reading readiness skills before attempting to teach him to read, whether it be in

kindergarten or later on. In this way we hope to avoid many reading problems at a later stage.

APPENDIX G

**DESCRIPTIONS OF PARENT EDUCATION PROGRAMS AND TECHNIQUES
PROVIDED BY DISTRICT SUPERINTENDENTS**

DESCRIPTIONS OF PARENT EDUCATION PROGRAMS AND TECHNIQUES
UTILIZED IN SCHOOL DISTRICTS AS PROVIDED BY
DISTRICT SUPERINTENDENTS

Introduction

Eight district superintendents indicated utilization of some form of program or specific techniques related to parent education. Three of these descriptions were reported in Appendix F, as they were part of the district's written policy concerning this topic. The remaining comments have been included in this appendix as they are unrelated to any official policy developed by the respective districts and merely indicate in a descriptive way some of the activities which go on in specific schools.

The excerpts are taken from correspondence received from the district superintendents surveyed. To preserve confidentiality, the names of district superintendents and their respective boards have been deleted.

Excerpts of Correspondence Received

From District Superintendents

Excerpt One

"You also inquired about the Board's policy on parent education. While there is no written policy there is some work being done in the district. For example, regular parent education meetings are held dealing with the components of the Religious Education program related to the

Sacraments (Reconciliation, Communion, and Confirmation). The Family life program, too, involves several meetings with parents. This year the Library Coordinator is offering a program for parents who volunteer to work in school libraries, and the Language Arts Coordinator is meeting with parent groups at individual schools to discuss the new Language Growth program in Grades Four to Six."

Excerpt Two

"In terms of a policy respecting parent education and involvement, I regret to inform you that our Board does not have a fixed policy. The practice has been to conduct an assessment of kindergarten-level children in May in consultation with the Public Health officials. Pre-school programs for these kindergarten children are normally run for a number of weeks as well. Both of these processes involve some liaison with parents. Certain of our schools also compile handbooks and other lists of information that are of particular interest to kindergarten parents."

Excerpt Three

"While we do not have a policy per se in respect to parent involvement for pre-schoolers, schools under the jurisdiction of this Board are encouraged to foster parental involvement with pre-kindergarten parents as early as possible in the year prior to the children's attendance at school.

"While the pattern may vary slightly from school to school, all schools now have a program of parental involvement which usually includes pre-registration contact with parents, school visitations, and an orientation day for students and parents."

Excerpt Four

"Our Board, to the best of my knowledge, has no policy with regard to parent education and involvement or information on programs dealing with parent education as relating to pre-kindergarten children.

"However, we have considerable counsel regarding how children should be guided prior to their entry into school. They should be 'free as lambs' until they are 8 to 10 years old. You may check with [name of Board deleted] kindergarten teachers you meet. Ask for books entitled Child Guidance, Education, etc., by Ellen B. White.

"You may get more appropriate information from Andrews University, Berrien Springs, Michigan 49104. Ask for their Early Childhood Training Program, and explain what you are endeavoring to do."

Excerpt Five

"We do not have any written policies on parent education or involvement, although there is a considerable amount of both which is conducted within our District."

APPENDIX H

COMMENTS OF DISTRICT SUPERINTENDENTS CONCERNING THE
CONCEPT OF PARENT EDUCATION

COMMENTS OF DISTRICT SUPERINTENDENTS CONCERNING THE
CONCEPT OF PARENT EDUCATION

Excerpts of Correspondence Received From
District Superintendents

" . . . I wish to advise you that our district wholeheartedly supports your undertaking.

"On behalf of our School Board, may I take this opportunity to congratulate you on addressing such a substantial issue."

APPENDIX I

**SELECTED COMMENTS OF TEACHER RESPONDENTS REGARDING
SPECIFIC ASPECTS OF THE SURVEY QUESTIONNAIRE**

SELECTED COMMENTS OF TEACHER RESPONDENTS REGARDING
SPECIFIC ASPECTS OF THE SURVEY QUESTIONNAIRE

Introduction

This extensive appendix has been compiled as the nature of a number of the questions in the kindergarten teacher survey instrument necessitated an open-ended format. Tabular presentation of such data does not provide the reader with the kind of detail necessary to formulate a distinct picture of the variety and complexity of response.

The researcher has attempted to select comments which represent the diversity of opinion expressed by respondents. To ensure confidentiality, individual teacher comments will be identified by a number that had been assigned that respondent prior to the commencement of the study.

Selected Comments of Respondents Related to
Objectives of Parent-Teacher Groups

Six teachers offered further elaboration of the goals of their parent-teacher groups. They were as follows.

"A parent action committee was established, concerned with getting a new school and with school safety." (418)

"The P.T.A. gives parents the opportunity to hear speeches and discussions informing them of special topics of interest like First Aid, nutrition, and child abuse." (262)

"It was formed to lobby for a new school." (292)

"To provide a better physical environment, more classroom space." (258)

"To try to instill interest in parents by having speakers who speak about the problems that some students have encountered." (239)

"It provides guest speakers on a variety of topics regarding the school and implementation of new programs."
(186)

Selected Comments of Respondents Related to Parents' Effectiveness as Teachers of Their Pre-Kindergarten Children

Positive Comments

"Parents will be effective as they will be keeping in contact with the school." (400)

"Parents will be effective with much help and organization." (397)

"Parents can be effective if they are aware of the child's age limitations and if they are aware of what a five-year-old can comprehend." (290)

"Parents can provide books, challenging games, etc. They can set up a home learning environment." (376)

"Yes, parents can be effective with guidance. Parents are not always willing to acknowledge that children learn differently and at different rates. Sometimes their expectations and their children's performance are totally

at odds. This causes a lot of problems at school." (258)

"Yes, parents can be effective because they have them at home more and know them better and can give a variety of experiences not available in school." (313)

"Yes, I believe very strongly in parent effectiveness, but in this community I see very little of it." (334)

Negative Comments

"Some parents of pre-kindergarten children have very little education and a poor attitude toward school in general. Others just don't bother to take the time to help their children." (002)

"No, because parents who do not understand the program will most probably place the emphasis on academic learning--e.g., letters, numbers--and ignore socialization, coordination skills, physical activity, etc." (217)

"No, because many parents think kindergarten is only a type of nursery school or babysitting." (051)

"No, as most parents are unaware of what they should be teaching and many just don't spend time with their children." (064)

"No, they can only be effective if they know what and how to teach their children." (333)

"No, as for the most part the what, why, and how of teaching are not there without in-service." (102)

"No, they are not aware of enough ways and means to teach." (323)

"No . . . not without some form of education in this area as sometimes parents put too much pressure on young children trying to prepare them for school." (398)

"No, as most parents are unaware of what to do and many would not take the time to help if they did know." (052)

"No . . . for the most part parents haven't completed high school." (208)

"No, since parents have a tendency to encourage rote learning by their children." (060)

"No . . . most parents, in my opinion, first need in-service before being effective teachers of their pre-kindergarten children." (062)

"No . . . academic and specific skills are both overexposed and underexposed. Many parents believe the way to teach reading and math is the old-fashioned visual drill method. Many are unaware of linguistic development, the developmental stages of young children, and how stages relate to reading." (201)

Selected Descriptions of Parent Education Programs and Techniques Implemented by Respondents to the Survey

"I send a pamphlet called 'My First Years' home to parents. Also newsletters which enable parents to understand what the child should know before coming to school." (399)

"We have two nightly meetings (Kindergarten

Orientation), one in spring and the second in fall, to introduce and explain the kindergarten program within our school. Following that meeting, the new kindergartners visit the class for one hour with the regular year's class in attendance. This gives them a glimpse of some things to expect in September. It helps ease any doubts or fears some children may have. Also, I send home monthly letters which outline the basic concepts, skills, which are going to be taught each month. This keeps parents well informed as to what's happening at school." (264)

"We have for the past six years been having a parent in-service for the pre-kindergarten children. This in-service is held one night in the spring. Discussions are centered on (1) the school; (2) the kindergarten program; (3) the importance of early experiences; (4) visitations to the classroom; (5) display tables; (6) VHS tape of the kindergarten class." (072)

"We give parents a handbook called 'What To Teach Your Child: A Handbook for Parents of 4-6 Year Olds.'" (002)

"We have parent volunteers. This way they can see the routine kindergarten students go through and the kinds of things they must know how to do. This aids the parents in helping the student at home." (094)

"There has been limited involvement. At Kindergarten Orientation, the parents are invited to meet such persons

as the school nurse, guidance counsellor, and principal, as well as the teachers. At such meetings, general information is given and the role of the parents re the child's level of development, readiness, adjustment to school, etc., as well as the kindergarten program, are all discussed. Information books and pamphlets are distributed as well."

(150)

"We have never used a program as such to educate parents of pre-kindergarten children--we do have 'Meet the Teacher' night at the beginning of the school year, when the teachers, parents, and school board members meet informally and then the parents from each class go to the classroom with the classroom teacher to see the room, the books the children will use, and to have the program explained briefly. I always send out a booklet at registration time containing hints and ideas for parents and send home newsletters regularly during the year. I also have a couple of parent volunteers." (200)

"I have always had a short talk with my pre-schoolers' (kindergarten) parents about their children's programs and goals. Also, I have discussed with them how they could help their child get 'ready' for school. I really do not think it is quite adequate." (237)

"I have used meetings where I explained sections of work being done and then specified what was learned and how parents could help the child with the particular concepts

(four to six meetings per year). I have used telephone contacts to reinforce these meetings, to explain certain things, or to give directions. Parents seem to need an explanation of major topics and an illustration of how this is taught. This is particularly true with math and pre-reading skills. I have on several occasions invited parents in to see a lesson and then had a follow-up and discussion of what was required and a question-and-answer sort of debate. I have also used newsletters at the end of each month to report on what took place during that time."

(397)

"Each year parents of pre-kindergarten children attend a meeting or informal gathering, at which time the teacher becomes acquainted with any mental or physical problem her next year's students may have that needs to be dealt with. In turn, the parent learns basically how the kindergarten program works and what is involved. Also the parents learn what is expected of them during the kindergarten year and the kind of home help that may be required. The parents continue to be informed through parent-teacher interviews, other informal get-togethers, and telephone conversations." (379)

"Parents of children who will enter kindergarten in September, 1985, have been to the school for a general look at things a child should know before he/she comes to school and a look at a few things that will be taught. A screening

test has been done on all the pre-kindergarten children, and parents will be told where they can give specific help to their child." (322)

"Kindergarten Orientation for parents of children entering kindergarten in September consists of parents being invited into the classroom, usually during April or May. This takes place in the evening and usually lasts a couple of hours. Teachers inform parents of materials needed for September, ways to prepare their child for school, services provided by the school, etc., library, school nurse, music, physical education, and overall a general introduction to school and the kindergarten program. Hopefully, parents will develop a relaxed attitude and will feel free to ask questions of concern.

"Orientation in October deals more specifically with the curriculum and methods of teaching. Usually, to create an informal and relaxed atmosphere, parents help prepare an art activity for their children--e.g., cut out the traced figure of their child's body. Coffee and donuts are served." (262)

"In June of each year, we send home readiness packages to each child that will be attending kindergarten in September." (110)

"Each year we meet with next year's kindergarten parents before their children come to school. We talk with them about the different things that they can do to prepare

their children for school. We have our own handbook, and we give them Part I at this meeting. Part I deals with getting the children ready for school. After the children come to school in September, we have another meeting, and we explain our kindergarten program. We use overheads, displays, etc. All the teachers (physical education and music) are present at this meeting and explain their programs. The school nurse also attends. We give them Part II of the handbook, which deals with the kindergarten program. There is a similar presentation in Grade One to explain the program to parents." (265)

"Our school has a Kindergarten Orientation Program, in which pre-kindergarten children attend school for one session in the spring before starting school. At this time, parents are also present with the children and are given an opportunity to meet and talk with the principal and kindergarten teacher, view the kindergarten room, and see some of the materials, games, etc., used with the program. Also handouts and booklets about 'First Days in School' are given out." (376)

"Several years ago we had parents visit the kindergarten classroom and discuss the program, its objectives, etc. We were, several years before the Board approved pre-kindergarten children visiting the school, having them come with the other children not present. The Board has not, up until now, shown interest in

implementing any program to inform parents about kindergarten. We recently attended an in-service in our area dealing with this topic, and I was and am much encouraged by what is happening throughout the province." (382)

"We are in the process of developing an extensive program involving slides of kindergarten activities, . . . also involving parents in hands-on art projects to demonstrate what their child will be involved in during the coming year . . . also guest speakers--i.e., nurses, guidance counselor, etc." (387)

"Presently a series of meetings to inform parents re kindergarten program. Constant telephone contact. In the past a parent volunteer program was set up in order to assist the teacher in meeting the needs of children in the kindergarten classroom. This program ran for one year, 1982-83. It was very time-consuming on the part of the teacher, as several training sessions took place, lesson plans and schedules had to be done well in advance, and when a parent failed to show due to work commitments, babysitter problems, or other personal reasons, the schedule had to be changed at very short notice. By the end of the year, the number of parents available had dwindled. At a subsequent meeting in the fall of 1983, parents decided that they would like to remain involved, but on a less formal basis. Since that time parents assist for art periods, field trips, celebrations, and other planned activity

sessions. No written schedule or lesson plan is necessary, which saves time for teachers." (402)

"The main technique I have used is discussion (during Progress Report time, phone calls, and informal chats). Usually during these times I try to mention to parents specific skills or behavioral objectives that I would like them to work on with their children. In many cases this produced positive results. Without being involved in any specific program, I still feel that it's very important in kindergarten to involve and educate parents to an awareness of their child's development. As well, I feel it is essential to have some form of communication (whether in-service or other) between the school and the parents regarding their pre-kindergarten children." (187)

"Presently kindergarten readiness tests are administered in February when the child registers. Parents are given the results with suggestions on where his/her child can improve or be helped. Children then attend kindergarten in the spring for a session." (042)

"I provide parents with samples of letter formation used in kindergarten, and I distribute copies of activities which parents could be involved in with the child." (268)

"We administer the School Readiness Survey, Second Edition, by F. L. Jordon and James Massey, which deals with number concepts, color naming, speaking vocabulary, listening vocabulary, general information, etc." (078)

"I have a one-to-one discussion with parents. Games are provided, and I show them what to do at home." (226)

"I have one parent in-service session of two to three hours in the spring. I give an overview of the program, distribute a kindergarten handbook, have a discussion or sharing session, book display. I have resource persons, such as the public health nurse, to talk about nutrition, sleep, safety, and personal cleanliness. The guidance counsellor explains the school guidance program, and the reading consultant explains how parents can help. The pre-kindergarten children are invited to attend some school sessions." (306)

"Each year after we do our kindergarten registration (usually March or early April) we invite parents to come to the school for an afternoon session. The afternoon is usually divided into two sessions. One session is spent with the kindergarten teacher. During this session, I have used a parent handbook put out by our school board. I usually go over the points made in the handbook, especially drawing attention to those which I feel very important. I also have on display home-made letter games, number games, and other activities parents can do at home with their children, using items which usually end up as garbage. The other session is spent with the principal, who explains school policies, answers any questions parents might have, and gives a short talk on readiness." (114)

"My present program consists of:

"(a) Child and parent visit class--I do a little readiness test and show parent and child around class.

"(b) I visit the home to explain results of the readiness test, to explain activities that the parent might do, and to observe the child and parents in the home environment.

"(c) All new kindergartners visit class for one hour for a variety of activities and further observations.

"(d) I may recontact parents if I feel it necessary."

(282)

"We have orientation day for kindergarten children, which is very helpful to teachers, parents, and students. In my situation, I know most of the people quite well and have many informal talks with them concerning the children, etc. I find most people are very interested in helping their children. However, some parents, because of a very low educational background, are not interested, and it is extremely difficult to reach those people. The children of such parents are in desperate need of help. I would like to see something done to try and reach such people."

(392)

"In my kindergarten program, I invite parents to visit our classroom every month or so. During that time, the children show their parents the centers around the room and demonstrate how they work, show them their work

displayed around the room, and do some sort of presentation, like a rhyme, play, song, dance, etc. I also send home a newsletter each Friday. It informs the parents of topics covered during the week and how they can help their child with each concept.

"My pre-school program has three parent sessions.

"Session #1--Parents are introduced to the kindergarten program. All texts and kits were displayed and explained. A selection of easy-to-make games was displayed and the importance of each explained. Parents received a handbook covering: school rules, supplies needed, educational games, good books, snack ideas, etc.

"Session #2--Our coordinators for math, science, and social studies met with parents.

"Session #3--Our Public Health Nurse and Language Arts Coordinator met with parents.

"Each of the presenters in Sessions 2 and 3 spoke to parents, outlining skills their child should already know and how these skills help when entering school.

"My program also invited pre-schoolers to visit me each month after Christmas. Children were not to be accompanied on those visits by parents. During each session we sing songs, play games, color, share ideas, etc. During the visit the children are given an activity book to take home, complete, and bring along on their next visit. Each activity book contains rhymes, dot-to-dot pictures,

coloring pictures, alphabet, numbers, etc." (374)

"Early registration and letting the 'K' child attend school prior to his September opening day have been on the increase in this area. Along these lines there is also an attempt to make parents aware of what they should be doing during the pre-school years. This is done at the Board level, but it could be done by government funding by all the denominations together--i.e., one center for all parents of pre-schoolers. These parents could meet with teachers and advisors, get material, attend workshops, etc." (293)

"I have been in the process of having meetings with parents of pre-schoolers over the past four or five years; however, this year I have gone into these sessions in much more depth. This year I have involved people from the Department of Health, Social Services, and School Board office.

"Our attendance at the sessions we have had so far has been very encouraging. Quite a few parents seem to be eager and willing to do what they can to help prepare their child for kindergarten.

"For our first in-service session this year, parents were made aware of the kindergarten program as laid down by the Department of Education. I also carried along a box of 'Junk or Garbage' in milk cartons and spent some time discussing with parents how this could be used to introduce

basic concepts to pre-schoolers. Parents were really impressed.

"For our second session I involved the Public Health Nurse, who did an excellent job of discussing nutrition, adequate sleep, etc. We also spent some time discussing story-time with young children--for example, how to train young minds to think, etc.

"Our next session involves someone from the Department of Social Services on child neglect, as it does exist in this area.

"I also show the parents a video-tape of our kindergarten class while a math, language arts, and a physical education lesson are being done. This is being made possible by involving our media coordinator from Board Office.

"I am planning a Saturday afternoon session in June involving parents and children." (117)

"Parents are invited to attend a pre-kindergarten session during the spring term. At this time they are presented with a packet which contains information related to the kindergarten program--i.e., alphabet, a color train, booklets with numbers 1-10, a general readiness checklist, information on health, and a handbook entitled 'What To Teach Your Child.'" (038)

"At pre-kindergarten registration there is usually an afternoon set aside with three groups having a session

the same time. Each group is headed by a guiding person. We use a rotation system. I have had parents in to work on projects they can do at home. They bring material (useful junk) from home, and I give them ideas on how to use them for games, etc." (309)

"Teachers of K-VI meet with all parents (at least those who take the time to attend) early in September to acquaint parents with school philosophy and curriculum, reporting system, and anything else thought useful. These are usually followed by Open House, parent-teacher interviews, telephone calls." (108)

"Pre-school inventories which my Board uses showed very negative results in my pre-school inventory as compared to other schools in the same district. To improve this situation, I have solicited the aid of a speech pathologist. She is presently screening children and is planning on helping the parents and/or children who need help." (346)

"I have an early childhood pilot project whereby children from deprived families or those with social-emotional problems will take part in a ten-week program (non-academic) running from April to June, to try to improve their level of readiness for actual kindergarten program work that will begin in September." (333)

"This year pre-school children attend school one hour a week for ten weeks. After this we administer a

Kindergarten Screening Test (Brigance). The parent is present. Afterwards, the test scores are sent home to parents. We hope to have the parents of children who scored low on the test to a mini-workshop and give them suggestions for preparing the child for kindergarten.

"This is the first year that I will be involved in such pre-kindergarten workshop for parents. At my in-service, I am having a short devotional period by our principal, plus an introduction of guests, a talk on nutrition by our Public Health Nurse, an overview of kindergarten prepared by me, which will include (a) developing a positive self-concept in the child, (b) asking a child questions, (c) providing a selection of materials at home for children to work with, (d) encouraging independence in children, (e) reading daily as essential, (f) encouraging counting, (g) singing alphabet songs. A Board Office official will be present, who will stress language--the reading aspect.

"I will be providing kits for the parents, which will include shapes, colors, recipes for Playdoh, alphabet songs, pamphlets on nutrition and on the 'first day of school.' As well suggestions concerning letters, etc., that I make at the workshop will be included." (034)

"There is a parent-principal conference to discuss time schedules, rules, regulations, what it is expected the child should know before coming to school. As well there

is a display and distribution of literature to help parents prepare their child for school.

"This is followed by a pre-kindergarten student and teacher get-acquainted hour, which includes: (a) play time with selected activities until all children arrive (plasticine, puzzles, blocks); (b) story-time; (c) playing with water; (d) kindergarten packets of upper- and lower-case alphabet puzzles, a number of books, shape ring, color ring, fun work sheets (color, tracing, dot-to-dot), crayons, pencil, and a balloon." (040)

"In our school, we run a pre-kindergarten program for approximately twelve weeks each spring. The pre-kindergarten child comes to school one afternoon per week. The purpose of this program is to familiarize the child with the school setting. The children are observed at different activities, and any weaknesses are discussed with parents, as well as suggestions as to how to help their children. Prior to this, a meeting is held for parents of pre-kindergarten children. Talks are given by School Board personnel, principal, and the kindergarten teacher. This is very brief; however, in the past four years since we began I have found that the children seem better prepared for school, the parents are more aware of the kindergarten program and of ways to enhance the experiences of their pre-school child." (029)

"Kindergarten News. Every few weeks a newsletter is

sent home, telling about activities taking place, what curriculum the child is involved in, and how they can help their child by reviewing topics covered in school." (112)

"Parents (always mothers) spend an afternoon with me and the school nurse. The kindergarten program is presented by myself, as well as ways in which parents can help their child get ready for school. I give each parent a Readiness Survey to complete with their child, to help them know what is expected of a kindergarten child. We have a discussion period when parents ask questions they may have and discuss among themselves any concerns. I find this helpful, because parents find out that others share much the same concerns. Other times I have the child in school for a session where the parents are encouraged to stand back or leave." (310)

"I give parents the Newfoundland Teachers' Association pamphlet 'Those First School Days' before their child attends school." (084)

"Our School Board has a handbook for parents of next year's kindergarten class. Each January we have a meeting with these parents to inform them of school routine, the curriculum, the things they can do at home to prepare their child for school, questions and answers about their concerns. The school nurse and principal attend." (304)

"We meet with parents of four-year-olds approximately one year before the child starts school. At the first

meeting, we outline general things that have to do with school (good health habits; physical, social, and emotional readiness; discipline; school policies on nutrition; kindergarten promotion; etc.). Also we outline things that help prepare children for school (being read to, being talked to, exposing them to a good language sample, being exposed to books, crayons, etc.). Parents are given tips on things to buy for school (clothes) that are easy for the child to handle, what pencils are good, etc.

"At our second meeting, we deal with the kindergarten program itself. We go over texts that are used and give parents some idea of concepts dealt with in kindergarten. Parents visit the kindergarten classroom and become familiar with the school. Parents are introduced to the child's teacher. Schedules are set up for the child to be interviewed." (353)

"In November there is a meeting with parents of pre-school children informing them of what is expected of a kindergarten child. This information is contained in a handbook. Parents are also informed of the pre-school interviews which take place in January.

"In January pre-schooler interviews of one-half hour per child are done, whereby you test for number concepts, discrimination of forms, color naming, symbol matching, speaking vocabulary, numeral recognition, body parts, hearing vocabulary, general information, geometric figures,

drawing a person, and printing their name. We then meet with the parents of children whose scores are low. The children whose scores are low will be invited to class at least three or four times before the whole group comes in for orientation in May. These children are given booklets containing games and activities in which parents can help their children. Those with severe language disorders or any language disorder are recommended to see the local hospital speech therapist." (349)

"We have kindergarten registration one afternoon in Education Week. We give out pamphlets and show the child the classroom and the school. Many parents are amazed at some of the things they are expected to know or have learned. There is a need to communicate more, as many have too high 'expectations' of their four- or five-year-old and do not recognize motor skill development for what it is. If a child doesn't paint 'a picture' or paints a tree blue, they become upset. There is room for much improvement. This will benefit both child and parent."

(059)

"I have a parent in-service night where parents are initiated into a typical kindergarten day. They are made aware of the characteristics of the pre-schooler, instructed in activities which strengthen reading--for school especially the importance of reading to children--given lists of children's books and other resource material,

given an appointment to bring their pre-schooler to the school for a readiness survey. Following the survey, parents see the teacher to discuss results and to participate in activities to strengthen weak areas. Pre-schoolers begin to attend one school session per week beginning in April. Also in the in-service, nutrition and proper sleeping habits are discussed. The Department of Health provides resource material in this area." (019)

"I had parents in for one afternoon and chatted. I went over the 'School Readiness Survey' and a booklet by Elizabeth M. Wiel, 'What To Teach Our Child: A Handbook for Parents of 4-6 Year Olds.' It was a very basic discussion and probably didn't go beyond the school walls." (012)

"I have a spring in-service devoted to increasing parental awareness of ways they can help children develop. I provide handouts with activities, recipes, games they can use. I also make a calendar for July and August, with daily suggestions--for example, take a walk and find five different stones.

"My fall in-service is used to explain the kindergarten program and give ideas for home help.

"At each interview, parents are given suggestions as well as instructional material (teacher-made). These are geared to the individual level of each child." (272)

"Parent involvement in my kindergarten class is restricted to a few parents. Those parents are the ones

who always participate, be it in the form of fund-raising, baking, or through parent-teacher interviews, etc. (Puppet shows are a favorite.) Most parents are interested in what the child is doing, but when it comes to actually implementing a program to be put to use at home, the time and effort are just not there. I have come across few parents who actually sit and help their children at night." (077)

"There is a 1½-hour evening session of a lecture-type presentation on the philosophy, program, and approaches in kindergarten. A video-tape presentation on the learning center approach to teaching and a slide presentation on student activities during the year are given. Open classes where displays are set up include resources used in teaching. There are informal discussions with the classroom teachers and a parent volunteer program." (141)

"Several years ago we--i.e., the school and the P.T.A. (now defunct)--had an evening and a day in-service for parents and teachers on the theme of toys. The evening session was hosted by a visiting university professor. He talked about the appropriateness of certain toys and the place of toys in helping children develop ideas and attitudes. He used an AV presentation as well. During the day there were demonstrations of various toys for children and parents. Also for the last seven to eight years, we administered a screening instrument for pre-kindergarten

children. Part of the follow-up is to provide parents with a package of ideas to deal with shortfalls." (325)

"Last September (1984) I began using the Thematic Approach to kindergarten. Since this approach is supposed to be implemented over a three-year period, parental involvement with regard to trying to educate them about kindergarten has not been done as of yet. However, the coordinator with our School Board told me in January that there is going to be a meeting(s) with the parents and the teacher. She indicated that this meeting(s) would be conducted by the teacher as a means of informing parents as to how the new approach operates. We have had several meetings with our coordinator during the past eighteen months to two years, where we did up themes which included the goals and objectives as well as actual worksheets. Learning centers are an important part of this approach. These centers can be misinterpreted by parents as a waste of time, so they certainly need to be informed as to the value of these centers." (239)

Selected Comments of Respondents Regarding the Perceived Effect of Their Use of Parent Education Programs and Techniques

Observed Effect on Parents

"Parents are more aware and appreciative of school policy, needs, and concerns. They are much more knowledgeable about the kindergarten program and very surprised at

the amount of material taught." (264)

"Parents are better able to understand what is expected of the child when entering the kindergarten program and are able to give help at home." (399)

"Parents have a more positive attitude to school. Parents are more willing to provide good early experiences. There appears to be a better line of communication between home and school." (072)

"Increased concern on the part of parents and a greater willingness to discuss any problem or question that arose as well as a greater degree of home help was indicated." (379)

"Parents were more aware of the kindergarten program, and for some they had a better understanding of how to help their child at home." (269)

"Parents were more relaxed with teachers, understood the curriculum, and could discuss topics with children (e.g., knowing the characters in the language arts program) and were more willing to volunteer services and help."

(262)

"There were fewer complaints. Parents understood policies and could call when bothered by anything they hadn't understood. Parents knew why it was important for children to cut, paint, use modelling clay, etc. They mentioned they had never seen the need before and felt children were wasting time." (397)

"Parents have come to realize that we cover quite a bit of material and a variety of topics in kindergarten. They realize how important kindergarten is and understand about all the things we are trying to achieve in kindergarten." (265)

"Parents show more interest in getting children prepared for school and are more open to suggestions from the school as to how to prepare them." (196)

"Parents are realizing more the basic needs of the child with relation to time. They see a need for aids to help the teacher in the run-of-the-mill running of the classroom. They are becoming more aware at home and are asking questions and are communicating more readily."

(402)

"It was somewhat of an eye-opener. It gave them a goal to attempt to reach." (078)

"Some parents take the kindergarten program and their children more seriously." (282)

"Some parents cooperate, while others will say yes but will not follow up by helping the children." (290)

"As parents become more increasingly involved, I see a growth in positive attitudes about the kindergarten program and about education in general." (245)

"Parents seem more relaxed about sending their child to school in September. The initial step has been taken during the orientation period." (381)

"There was a slight change in attitude. Parents in this community appear reserved and unwilling to be involved in school generally. Towards the latter part of the year this attitude changed to one of more interest and enthusiasm." (418)

"Parents seem to be more aware of things their children should be exposed to. They seem more aware of what is expected of the children in kindergarten, and they seem to be more willing to help if they have guidance." (042)

"Parents were very positive about sessions and glad that they could help their children without feeling they had to sit and teach their child as a teacher would." (097)

"There is a better understanding of what the school expects from parents. Parents are more apt to send items to school that the teacher has requested. Some parents took the initiative to read stories, point out colors or shapes, and to help the child recognize his or her own name in print. Parents labelled all student items with their own name." (074)

"Parents seem more willing and able to assist the child. Some are also more confident when asked if they would like to help out with classroom projects. Most are very supportive of my attempts at expanding or enriching the program." (292)

"Parents are very pleased with booklets. They have a guideline to help prepare their child for a major year

in his or her life." (205)

"Parents were amazed at what kindergartners were doing in this day and age." (313)

"Parents appear to really enjoy the session. I have overhead some comments such as, 'My, I'd better work with Sally and her colors!'" (308)

"Parents were more aware of the kindergarten program and its objectives. They were more aware of what makes up the reading process and what's appropriate for this age group. They were more aware of all the factors that play a role in the education process and the importance of establishing good habits at the beginning. They were also more aware of the things that contribute to the child's being ready for school (reading to the child, etc.)."

(353)

"It created a greater interest by some parents in working with their pre-school children. This was evident by the readiness level of the children." (301)

"They are better informed generally. You still get those few parents who are still not involved, and these are usually the parents of children who do need extra attention." (349)

"Because parents were more interested in all aspects of childhood education, they could intelligently make inquiries regarding specific aspects of child development."

(019)

"Parents of slow children began to develop more positive attitudes and put less pressure on their children.

"Parents encouraged and praised their children for achieving at school by displaying the child's work around the house. I found once this was suggested to parents, many of them continued this for the remainder of the year." (398)

"Parents assumed a very active role in the activities assigned to their children during orientation. Some parents exhibited a lot of enthusiasm and desire to help. Others, however, displayed a lack of tolerance and patience. This may be brought about by 'hidden motives' or factors."

(334)

"Some parents are truly amazed that there is so much involved in the kindergarten curriculum. They were under the misconception that kindergarten was and still is a year of play. They are (at least most) willing to help their children at home if they are aware of what goes on in the classroom." (271)

"Parents were made aware of some of the readiness skills that a child needs to be ready for school. They are also reminded that for a child to grow and develop as he should, he must be allowed to do things on his own. Most parents tend to baby their children." (085)

"Parents have a greater awareness of the place of

toys in teaching children skills and values. They deliberately try to teach the skills that are assessed in the screening instrument." (325)

"Most parents responded favorably. Some were initially 'put out' ('who do they think they are?')." (329)

Observed Effect on Children

"They come better prepared for kindergarten, especially emotionally, but also academically." (264)

"Children are better able to socialize with other children and the teacher." (399)

"Children have a more positive attitude to school. They are less afraid." (072)

"Children are more self-confident in areas they participate in. They have a more positive attitude to work and social behavior." (379)

"Children feel proud in having parents visit in the classroom and see their work. They feel more relaxed in discussing things that occur in the classroom with their parents." (262)

"Children show an eagerness to come to school and are less shy in September when they see a familiar face." (196)

"Children seem to adjust to school better and quickly settle into the routine." (114)

"Some students showed marked improvement over the

summer as a result of parents' help." (282)

"I see a greater degree of self-confidence in trying new activities. I think that the child's self-concept is enhanced. Moreover, he senses the mutual support that exists between home and school." (245)

"They're better adjusted to coming to school, less fearful. I haven't had any tears since using the in-service approach. Also children can usually recognize their colors and print their names." (309)

"Children brought all the required items to school on the first day (including book money). Children no longer feared the classroom setting. Children were more ready to leave the parent at the entrance and enter the class with a friend." (074)

"Children reported more books available at home. There was increased interest in listening to stories and more creativity in their art work. There was increased ability in recognition of letters of the alphabet." (312)

"It has helped the brighter child more than the slower child. In most instances the slow child has the parents (in spite of our in-service) who have done very little to help their child." (308)

"Children have less fear about beginning school. In some cases we have noted improvement in social skills, less baby talk." (353)

"Children had a better understanding of what was

happening. They had a very positive attitude toward school. They had developed some skills--i.e., manipulating scissors, shoe-tying, bathroom skills, etc." (112)

"For the most part, children seem to be 'ready' when they arrive at school. I found that in some cases children whose parents did not attend the sessions were not as prepared as those that did." (310)

"Children are able to cope with the school program."
(415)

"They are more able to tackle the various concepts as they arise." (266)

"After three years of in-service, we have not noticed a significant difference in kindergarten children. Perhaps we should consider in-servicing the parents of younger children." (141)

"We have had improved scores on screening instruments."
(325)

"Children see you in a different way when they know you have their parents' support. They are more cooperative and understanding. They see you have their best interest at heart." (193)

Observed Effect on Inter-Personal Relationships with Parents

"They will help in any way they can to ensure a successful kindergarten year for their children." (264)

"Parents and teachers have a better relationship and

are better able to understand more fully what is expected of them." (399)

"Discussion of the program has become more meaningful and less one-sided." (379)

"Parents were aware of the work involved in a kindergarten class, and many would do extra things to help out, such as help cut papers, trace patterns, make games, hang up a child's work." (269)

"Parents have some idea of curriculum and teaching methods, so it makes discussion easier, and having met parents before September makes teachers and parents more comfortable." (262)

"Parents were less likely to have to call the principal on certain issues. I had more help when it was needed." (397)

"Parents and teachers get to know each other and are more open to discussion and dealing with the fears and problems associated with a young child leaving home to come to school." (196)

"I generally found parents became more open. They asked questions more readily and were more accepting with regard to changes in scheduling on a day-to-day basis. They become more aware of differences in children and often offer advice or help where they can." (402)

"Parents are more relaxed and less intimidated by the teacher's 'position.'" (251)

"It gives me a good feeling to know I have the parents' support. Moreover, I realized that I need parents to achieve my goals. I feel comfortable talking to parents." (245)

"This is my area of greatest improvement. Again, specific to my community, parents are generally reserved in the presence of teachers. Over this past year, I found communication to be more honest and open in the latter part of the year than in the beginning. Parents need to feel that their opinions are of worth and that their contributions are important." (418)

"Since parents seem to be more aware of what the program is about, I find it easier to explain specific problems to them, and they seem more receptive because they understand. They don't feel threatened." (042)

"Parents don't seem to be as defensive as in previous years." (038)

"Parents are usually very supportive of any innovation I make in the kindergarten program. They realize I want what is best for their child and will sometimes ask for help in solving a child's problem." (292)

"At our school there is always a good relationship with parents, but at the kindergarten level their interest seems very much higher than at the elementary level."

(255)

"The contact breaks the ice and gives us both a

talking point. Parents are friendlier." (040)

"Parents are more willing to become involved in school activities--classroom helpers, etc. I find a comfortable and open parent-teacher relationship." (029)

"We feel there is a better understanding of the importance of good rapport between home and school; also, that the more we work together the better off the child will be." (353)

"Parents seem to understand my job more and are very cooperative." (310)

"When parents came to parent-teacher appointments, they were much more knowledgeable in the questions they asked. Their understanding of the program was much improved." (102)

"Parents appear to show more understanding of what the school is trying to do." (317)

"They get to know me and find out what I will require of their children when they come to school. They also find out how high my standards are. I also receive information about how cooperative they will be and some idea of the home situation." (085)

Selected Comments of Respondents Related to Perceived
Need of Respondent for Information Relating to
Conducting Parent In-Service

"It would give guidelines and extra insight." (002)

"I feel parents would know what to expect from the year's work. They could be taught how to help their child

in many areas of development." (397)

"It would provide an opportunity to pinpoint a child's strengths and weaknesses." (078)

"It would help parents to know what has to be done and see the importance of education even at the kindergarten level." (226)

"It would give a standard perception of kindergarten readiness." (251)

"It would promote better rapport between teacher and parent." (387)

"If given in time, it would, hopefully, cure the thought of 'too many' parents: 'I didn't teach my child anything at home because I thought he'd be bored in kindergarten!'" (187)

"It would help to adequately define the needs of parents." (293)

"In a multi-grade situation the teacher does not get enough time to spend with each grade, not to mention each student. It would aid parent-teacher understanding and better enable me to clarify what to expect from parents. It would create more awareness of the importance of school readiness work and provide descriptions of how to increase school readiness." (416)

"In-service cannot be a one-shot thing. It must be an ongoing process. It will be effective only if parents feel they need it, want it, and have a genuine interest in

it. How about a questionnaire for parents of pre-kindergarten children? I think it is an excellent thought, but parents have to perceive a need and have a genuine interest." (108)

"It would give focus to something I'm already attempting and provide me with further ideas for future programs." (292)

"Children would be more qualified for the kindergarten program. You would get fewer students entering the program that are a year or two behind the kindergarten level."
(008)

"It would give me knowledge as to what the pre-kindergarten child was exposed to at home." (322)

"In-service would have to be more than a one-shot experience. I think it would be valuable if it were connected in some way with a pre-school system or program for children." (186)

"One of the major problems we are experiencing is a lack of parent involvement. We have little difficulty with moms, but dads we can't drag in." (334)

"It would give me ideas to use with my own pre-school children. It would reduce the failure rate of primary students." (052)

"It would be a basis whereby parents could contribute valuable ideas." (352)

Selected Comments of Respondents Regarding the
Perceived Effect of the Proposed
Parent In-Service Program

"If a teacher works with parents, they try to help their child each night. With no communication children are oftentimes left on their own." (397)

"A larger number of parents will be involved in school activities in subsequent years." (251)

"More knowledgeable and informed parents usually lead to more helpful discussions come progress report time, etc." (187)

"It results in more readiness on the part of the child entering school for the first time." (060)

"It would develop positive attitudes about school for children and parents. Such would be reflected in a child's self-image and school success." (306)

"There would be improved community support of the school." (282)

"Since I have been in-servicing parents, students are more prepared for school. There's no crying, and children seem more relaxed and comfortable." (074)

"The student has an improved self-image." (361)

"Children coming from good homes with informed and knowledgeable parents are usually working from a good experience base. They are much more informed and have good sources from which to draw--i.e., travel, books, games, etc." (112)

"A feeling among parents that they are actively involved in their child's education." (352)

Selected Comments Pertaining to the Usefulness of a Teachers' Handbook in Outlining the Process for Implementing the Proposed Parent In-Service Program

Positive Comments

"It would be instrumental in getting a good program implemented in the beginning of the school year." (397)

"It would be good for new teachers especially, as they attempt to set up their program at the beginning of the year." (187)

"It would serve as a guide I could follow." (421)

"It would provide the parent with definite goals and specific ways to help their children. Most parents are willing but lack the knowledge as to how to help." (392)

"Some parents need little games and ideas to help them out when their children have a problem. This would be a sort of dictionary resource book." (313)

"It would give the inexperienced teacher some helpful hints which are not given readily through textbooks in teacher training." (182)

"It would make parents more aware of what is included in the kindergarten program and give a better understanding of the curriculum and educational objectives of the five-to six-year-old student." (248)

"It would give confidence and direction to a teacher

in a one-stream school." (156)

"It would provide a good source of comparison."

(272)

Negative Comments

"I don't think you can have a standard handbook because of the nature of the student and particularly the diversity of the many communities to which it might be applied." (334)

"Handbooks can be helpful and useful, but as in the case of too many books they become tools or ends rather than a means to an end. Books tend to destroy creativity and ingenuity from a community perspective." (271)

Respondents' Additional Suggestions Regarding Effective Techniques and Approaches to be Utilized in the Proposed Parent In-Service Program

"I think it would be a good idea to 'video-tape' a day in the classroom and show it to parents at the in-service program. Many children do not always act as they should when parents come into the room, and this makes the parents embarrassed--a video-tape would let the parents see how their children really do behave in the classroom situation." (200)

"Samples of work and activities of previous kindergarten students." (074)

"Parent helpers are a good way of on-the-spot learning." (293)

"Quality speakers are important." (292)

"Make parents fully aware of kindergarten concepts, especially language development and the ability to follow directions, the importance of being able to listen as well as talk. Most children when entering school (in my experience) have to be taught to listen as well as speak. Children usually have to be taught to be observant. Many parents place emphasis on rote-counting, saying letters from A to Z, but not on being able to distinguish, etc."

(062)

"Parents of sketchy educational background may be shy or question the worth of such things as role playing and simulation games; however, I believe experience is the best teacher." (157)

"There should be a list of specific objectives for parents to help children with--e.g., teach each child his/her phone number." (105)

"There should be a readiness survey." (310)

"Parent self-help groups where parents share ideas and experiences with each other." (192)

"Small group sessions on what to read to a child, how to read to them, taking advantage of everyday experiences, learning through play, buying toys, etc." (141)

Selected Comments of Respondents Regarding Areas of Content to be Included in the Proposed Parent In-Service Program

"There should be displays of homemade (easy, cheap)

games and toys. Simulation activities and a display of suitable books." (118)

"A kindergarten handbook." (262)

"How parents can assist and encourage children in readiness for kindergarten; the kindergarten program; school philosophy; and supplies needed for September." (142)

"Social skills--helping the child cope with the home-school transition emotionally. Readiness skills, like correct letter formation, the importance of showing interest in your child's work, praising your child, etc." (169)

"The importance of good child-parent communication and the importance of good parent-teacher communication. Stages of child development. Special games and activities parents can play with children. The importance of reading to children and having books available for children."

(111)

"Social development and language readiness." (094)

"The kindergarten curriculum, resources available to parents, early childhood experiences, and developmental levels." (284)

"The whole program, school rules, busing, the need for proper sleep." (257)

"Maintaining good nutrition, adequate sleep, etc. Emotional and social development of children. Understanding

how young children learn through play and suitable play materials. Concept formation and how to help. Information about suitable books and records." (150)

" . . . characteristics of four- to five-year-olds, places of educational interest . . ." (264)

"Vocabulary development, physical activities, like walking on a line." (367)

"General objectives for parent involvement, general to specific behavioral expectations, sample kindergarten day schedule, special 'skills' child should acquire at home, special 'skills' child will acquire at school." (187)

"Motor skills (cutting and holding pencils), letters, numbers, colors." (391)

"How parents can help children prepare for kindergarten. Display books and records. Have a handout of suggested activities. Displays of work. Ways parent can make the first day comfortable." (306)

"Child behavior, child motivation, the child's program, reading and why it's important." (293)

"The child's self, phonics, and math concepts."
(416)

"The learning center approach to learning, skills they can work on at home, curriculum content, books and games appropriate for children." (408)

'How to talk to your child at home, to develop proficiency in language, games that can be played, stories

and their importance to language development, the need to 'experience with' and provide 'experiences for' the child." (157)

"Good nutrition, rest, dental care, immunization, personal cleanliness, sickness, dressing-undressing, use of bathroom, the kindergarten program." (074)

"Helping the child be an individual, letting the child proceed at his own pace, reasons for reading to the child, exposing the child to many activities, music, library, etc. The value of family activities and experiences." (182)

"School philosophy; school curriculum; absences; bus schedule; money; clothing; class schedules; a child checklist regarding handedness, printing, coordination, letter-number recognition; a parent questionnaire; a parent booklet showing how parents might prepare children for kindergarten, how children learn, as not all progress at the same rate; children should be encouraged regardless of level of operation." (108)

"Preparing the child for leaving home; developing respect in children; ways to communicate better; advantages of providing good, stimulating material; the advantages and disadvantages of pre-school television on the pre-school child." (260)

"Equipment you would like pupils to have." (313)

"Educational toys; pre-reading skills; parents

reading stories; encouraging a child's independence, language (speaking clearly), vocabulary development; parental involvement with children." (015)

"Readiness, language, social living, science." (248)

"Explanation of child development (4-6), philosophy of the kindergarten program, content of the kindergarten program (skills, concepts, attitudes), roles and expectations of parent-teacher-child during the kindergarten year." (152)

"Encouraging children to share, put toys away, use good manners; reading every day--discuss and ask questions about a story; playing educational games and watching educational programs on television; using scissors and coloring; knowing colors. If the child is interested, printing letter forms such as name; taking care of personal belongings; dressing himself; knowing general information such as name, address, phone, family names." (301)

"Physical abilities of children at that age, problems of learning (mental), problems of hearing (physical), psychological needs (discipline, love, encouragement)." (084)

"Films, pamphlets, displays . . ." (336)

"Being responsible for property; identifying body parts; knowing that in a group one cannot always have his/her own way; letter recognition; printing; being able to handle pencils, crayons, scissors properly." (243)

"The importance of play--structured and free play; the curriculum; social development; how parents can stimulate the pre-kindergarten child; ideas for readiness for classroom instruction." (281)

"Social skills; communication skills; community living; how to take care of one's needs; security for the child." (193)

"The Home; Your Child's First School; Developing Listening Skills; Developing Social-Emotional Maturity; Kindergarten Program and Promotion Requirements; Importance of Parent-Teacher Visitations." (352)

Selected Comments of Respondents Regarding Problems Encountered in the Implementation of Parent Education Programs and Techniques

"Degrees of concern varied. Limited resources at home." (379)

"No transportation was available, and it was difficult arranging a suitable time for all." (397)

"Parents are very wary about voicing concerns they have. They come to listen to the teacher, but they say very little." (322)

"I always find it difficult in deciding what approach to take with setting up the session. I am not pleased with the handbook now used, but at least it gives me guidelines to follow. I would like to see something better."

(114)

"'Money'--this was a limited resource. The school is

small and has financial limitations, limited resources, including personnel, and there is limited time." (251)

"The time needed to assess resource aids and materials. Also there is a lack of money." (187)

"My problem is getting time to prepare the program. Also money for materials such as bristol board, glue, construction paper to use at the in-service." (309)

"Lack of school support. There were no objections, but a great lack of enthusiasm." (418)

"It's hard to get each parent to come. I found it difficult to get some parents who really need to be involved in activities to participate. They preferred to watch." (042)

"While parents are there and you are informally chatting, you still have to be giving your attention to your own class because you are the teacher." (278)

"Follow-up is a problem. Parent interest and usage of ideas after the program." (323)

"We still get 14% to 18% of our parents who do not come to the meeting. In many cases, those are the parents who are most in need of such a program. Thus, we are left still trying to get the information across to those people."
(353)

"It's a lot of extra work getting things arranged. I hate to talk in public. This was why I really appreciated our coordinator doing the in-service. She was

exceptional. This was my biggest problem, speaking to a group of parents for such an amount of time." (308)

"Difficulty getting parents involved. They lacked interest. Parents feel all aspects of education belong to the teacher and are very hesitant to offer assistance." (023)

"Time--preparing for these programs takes time. A kindergarten teacher gets too little planning time to keep up with twenty-five active children as it is, and to take time from an already full schedule is difficult. To carry out the program I think would mean returning in the evening for planning and having the in-service." (102)

"It is difficult at times to gauge how much to include, and in many cases information had to be reworded, as no one wants to listen to technical jargon." (266)

"I had occasional trouble with child observation. For example, some parents could not understand that a group of children could be reading while others were (quote) 'losing time' at free play. Unless parents are educated to some degree, there is trouble here. The children who need more time to adjust were expected to perform. Parents will say they understand, but when it's their child they want the same performance. A second problem was that volunteer parent aids will be quick to point out slower children. In a small community this is sometimes fatal. It causes problems for the teacher and the child." (397)

Selected Comments of Respondents Regarding Their
Additional Areas of Concern

"I feel the program we have is a good one, but with any undertaking of this nature there is always room for improvement. A pool of ideas from across the island, Canada, anywhere, would be an asset, as one could use the material most suited to one's own situation. It is nice to know how others handle a situation. It may not necessarily work in a particular area, but certainly modifications could be made to make any orientation workable." (266)

"I feel that in-service should begin at least a year prior to a child's entry to kindergarten. Parents should be given guidance in the kinds of things most beneficial to the child in those months before kindergarten, as well as insight into what the child will be doing upon entry into kindergarten." (102)

"I have always felt that parents should have an 'education' as to what exactly goes on in kindergarten, and thus how they can help ready their child. I have often held one-night sessions myself to discuss this with parents, and interest was very high. However, one night is not exactly what you would call an in-service program. A lot of parents seem to think that kindergarten is a sort of 'babysitting year' and have no idea of the amount of work that actually goes on. In this area, a lot of parents are asking for a pre-school program. If one could be set up,

your suggested in-service for parents would be very successful, I would think, as the kids would be getting what the parents would be getting, and together feel successful."

(186)

"Our Kindergarten Orientation Program has been in operation now for ten years. All our teachers find it to be of tremendous benefit to children (pre-schoolers) and their parents. Every district should have one." (264)

"I think this handbook is greatly needed and can be of benefit to all of us as teachers of young children."

(018)

"I feel that with the many cutbacks today, good parent help would be great. This, however, has to be extremely well organized. I feel the help some children need at this early age is often too late coming. With a large group of kindergarten children, the basic skills can be lacking. Any help should be welcome for kindergarten." (397)

"Sometimes a survey of this nature is hard to complete. Some parents are very interested, willing, and able to give their child an adequate pre-school readiness program; others just don't have the skills for effective parenting--hence, their children are usually lacking in the necessary pre-school skills and are usually behind the others in the total kindergarten program. A parents' program may be helpful--but very often the damage is done

unless the program can be conducted with parents while the child is still young enough to be formed into good habits. Very often parents spoil children, and it takes the school a number of years to correct bad habits; sometimes they are never able to do it." (249)

"Some of the parents have a grade eleven education. Others dropped out before grade nine. A parent of one of my present students didn't attend school at all. There was no school here years ago, and people had to travel to other communities for school; therefore, there are a great many illiterate adults in this community. Those who have gotten grade eleven in the past ten years since I've been here have not gone on to a higher institution of learning. They are working on fish plants and collecting U.I.C. in the winter. It's my feeling that some, but not all, of the parents leave the education of the kindergarten child to the teacher. I've found that the children do not know the alphabet and colors when they come to school. The parents help them with their work sometimes, but not all the time." (207)

"I feel that P.T.A. formation and involvement is essential to the success of the early childhood program. Current financial restraints hamper the growth of such a program. In my former school I found that parents formed small self-help groups, usually two to three parents. This was particularly effective for the development of

socialization skills in some children, plus it helped parents in that they shared ideas and experiences." (251)

"You have unfortunately not dealt with motivation or motivating techniques to encourage parent participation in such a program. One must look at how teachers can enhance their involvement; however, the first problem is getting them to attend a meeting. This may require the teacher to meet in areas outside the school and possibly in smaller communities (busing points)." (387)

"Each year my kindergarten class ranges from forty to fifty pupils. There is a tremendous range in the developmental stages of the students. Parental education is all the more important. Many of the parents in the community are not well educated. The average grade of parents is grade seven. I am very concerned that education may not be a priority in the home, and I don't mean this in only the academic sense. I think your project is quite worthwhile and quite necessary." (382)

"My situation is far from ideal, as I have kindergartens and Grade Ones in the morning session and Grade Ones and Grade Twos during the afternoon session.

"One of my concerns is that I would like there to be probably two openings for kindergarten during the school year--one for those who will be five from July to December (1985) and another for those who will be five sometime during January to June (1986). That way you won't have the

age gap we now have in kindergarten and one which makes a tremendous difference in my opinion to the child's maturity and learning ability." (381)

"I feel that a program such as the one you are suggesting would be of great benefit. This is my first teaching position, and I was shocked when I first arrived. I had sixteen kindergartens, and most of them didn't know how to print their name before they began school. I also had parents tell me their child hadn't begun talking until they were between four and five. I had to send home extra work and talk with three to four parents in order to get them to work with their child. These children are doing very well now and have benefited from their at-home and in-school experiences. I believe parents need to be guided before their children begin school in order to benefit their children. A definite need exists for a pre-school program in order for the child to be prepared to enter kindergarten." (367)

"I think in-service of pre-schoolers' parents is badly needed. I'm glad you're working on this topic."
(171)

"The enrollment each year at this school is very small. It would be difficult to set up an in-service program with one or two mothers. I do not think any fathers would participate. I have two kindergartens this year, and I found a big discrepancy between the two. One had gotten

a lot of help and attention at home, while the other had absolutely none." (416)

"There is difficulty generalizing about the parent community as a whole. There are individuals who are exceptionally interested and concerned and are that way regardless of a parent involvement program. At the other extreme there are apathetic or unconcerned parents.

"Overall I feel that parent involvement is of a high priority, but I do not feel that the teacher as an individual is responsible for initiating this. There should be emphasis on this area at the Board and especially administrative levels." (418)

"I feel that parent in-service is a good idea, and I feel it is still necessary in this area even though we have the kindergarten pre-test. I still get many questions from parents of pre-schoolers as to how much the child should do before coming to school; in fact, I am a parent of a pre-schooler myself, and I ask myself that question many times. Guidelines and parent in-service would be a great help in that area." (042)

"I feel that parents should be aware of what is expected of their child. Personally I do not look forward to speaking to a group of parents. This does not mean that I am not interested. If a parent approached me for suggestions or help, I would not hesitate to give it, but I don't feel confident with a group of adults. If one of my

kindergarten pupils is having difficulty, I will help him/her individually, and I usually send home an extra practice sheet for the parent to help the child with." (239)

"I think it must be emphasized to parents that the four- to five-year-old is not ready for formal instruction (seat, workbook type). They need to touch, feel, explore. They must develop their listening skills, and their attention span must be lengthened. I have told parents that Johnny is unable to sit and listen for any length of time, and they tell me he can watch cartoons for two hours straight and not move. Parents really don't realize what is necessary for a child to be able to operate in a learning environment and in most cases become an interactive part of the group." (201)

"Generally, we feel in our area it is one of our greatest needs--a good pre-school program. While we don't wish to 'knock' efforts sometimes made by the Department of Social Services, it is essential that an educator be involved in planning and supervising. Someone with some knowledge of and interest in early childhood development should initiate and monitor such a program. This can be accomplished through cooperation with school administration. As a general rule, administrators have too much to do already to take on sole responsibility for designing a pre-school program, whether for parents or children." (157)

" . . . I feel that parents can sometimes feel left

out of their child's school career unless we as teachers make a real effort to involve them. I have found the more I involved parents in the classroom, the more support I received." (292)

"Personally I would like to see pre-kindergarten programs taught in school. This I understand is in effect in some provinces. In this way, all children would be more prepared for kindergarten. Many children seem to have poor language development. Is it too much exposure to television? Maybe! Kids can be so engrossed in watching programs that they are no longer beside Mom or Dad (as Mom or Dad works). There seems to be not as much communication between parents and children as there once was." (062)

"I think parents should become more involved with their child in a classroom situation. Often, I have found that some children are not emotionally ready for a classroom situation. In these cases the parent tends to side with the child, saying that 'he doesn't do that at home,' or 'he acts this way because he is bored,' etc. Parents should become more aware of social adjustments involved in the school. Children have to learn to play with each other, display manners, take on small responsibilities, such as cleaning up or dressing themselves, etc. Most parents and even the general public feel that kindergarten is ABCs, printing, and coloring. Some even expect the

children to do a Grade One reader.

"In my experience I have taught kindergarten and kindergarten/Grade One, and I strongly suggest that if a pre-kindergarten program is developed, it should include making the parents aware of the social and emotional development of the child. I feel it would be better to prepare the child and the parent for kindergarten. If the parents understand how a five-year-old may be thinking, then they may understand why a child behaves as he does. Parents should be encouraged to visit the classroom every now and then and see the children play or interact with others. Too often parents are not aware of how a child will react in a classroom with others his own age, especially if there has been no pre-school in the area. I feel social and emotional growth is a strong point in kindergarten, and it has been overlooked in importance. I hope this questionnaire is an aid in developing the pre-kindergarten booklet." (103)

"Many parents for various reasons need our help to help them prepare their child for kindergarten. Kindergarten can be a very large step, especially if it is the first time that the child has to leave the security of his mother and his home. Many parents may not need the in-service; many do. Many parents become concerned or worried when their child does not progress as well as another. Parents need to be made aware, in a face-to-face

situation, that this is normal. Parents do not worry if another child walks or talks before their child, because they feel he will walk or talk when he is ready. The same applies to education. Some children are ready to do more advanced work before others. Parents are anxious. Parents need to be aware that part of their job at home is continually encouraging the child, whatever his level of development--never discouraging through useless comparisons. Accentuate the positive; praise him for the things he can do. Especially do not be dismayed if he has not started reading before Easter, or even by the end of the first year. Parents, in most cases, are interested, but many just don't understand." (108)

"I feel this is a very important issue. I did a research paper this fall on 'early reading,' and I found that parents are vital and can do so much. I have spoken to my principal about this, and we are planning a parent orientation session." (195)

" . . . I feel that an in-service for parents of kindergarten children is a very good idea. Also, it might be a good idea to include the in-service of all parents of children ages two to four. In this way parents will have plenty of time to prepare their children for school before they are actually in school. Parents of a two-year-old child could be made aware of the simple benefits of reading to the child." (241)

"In order for such a program to be effective we feel assessment needs to be done on the student. Following this, ideas can be given to parents to cope with specific problems. For example, we have discovered students with language delays and other problems during our pre-school screening. We immediately try to get the parents to work on such problems by following our ideas and also by seeking advice of other professionals (doctors, speech pathologists, etc.)." (353)

"An in-service program is badly needed in our area. I firmly believe that parents should be in-serviced when the child is very young, not only months before the child enters school." (008)

"Parents are crucial in determining the actual social and emotional success of their child in kindergarten. The kindergarten year is the foundation of the student's school life. Planning for and working towards and achieving a good foundation increases the probability of success in school life. This is a very pertinent topic of study." (040)

"I feel most parents in my area have no concern for their child who is coming into kindergarten due to a lack of education on the importance of being ready for kindergarten. If a child is five before December 31, parents send them to school no matter how backward that child is, without giving him any home help." (012)

"I feel that a program for parents of pre-kindergarten children would be quite useful. Such a program could only help to avail of situations we sometimes find kindergarten children in. For example, if a child has a speech problem, this kind of program would probably encourage parents to seek help for that child at an early age, rather than waiting until he starts school. Also, parents would be aware of the things a child should know when he starts school." (234)

"I feel parent in-service is a must for parents of pre-schoolers. We have been holding them in January of the pre-schooler's year for the past three years. They've been most helpful for children. The only problem I've faced has been that parents of children who had not met readiness expectations become overwhelmed at what must be accomplished before September. Often they have not the understanding that a child's education should automatically be part of his everyday life, and they have left education to the teachers. While kindergarten in-service is beneficial, I wish there were some programs for parents of first-borns to explain the importance of a child's experiential background and environment in relation to his performance academically. A lot of parents feel it is sufficient to provide the material necessities and do not realize that a child's brain and mind should be stimulated by his natural surroundings and that they are the most

natural persons to make said environment conducive to learning. A parent is a child's first and best teacher." (019)

"This is fine in theory; however, the classroom teacher is already overburdened with new programs, committees, Parents' Nights, report cards, concerts, bus duties, supervision, the stress brought on by teacher redundancies and overcrowded classrooms. The last thing we need is MORE WORK!! [Identification number removed by respondent.]

"I feel that school principals should work closely with teachers in this area as their support is necessary in making a success of any program in the school. School should encourage more communication between kindergarten and Grade One teachers." (271)

"My major concerns are: the pupil-teacher ratio in kindergarten; the teacher is still teaching two full classes per day; the length of the kindergarten day should be changed to a four-hour day with no more than eighteen pupils so there is time for relaxed learning through more play. Also there are inadequate facilities and materials." (180)

"I would like to say that a parent workshop for parents of pre-kindergarten children is a good idea. To make it work in my area the least emphasis on educational theory would be best. A list of practical ideas to help

children develop in the content areas of math, social studies, science, and language arts would be best. It will be hard to get some parents to understand they need to do such activities to help the child, not just to make the teacher's job easier. A great many parents feel it is the teacher's job to teach their child everything, and they have no responsibility in that area." (344)

APPENDIX J

**A TEACHER'S HANDBOOK FOR IN-SERVICING
PARENTS OF PRE-KINDERGARTEN CHILDREN**

OPTIONS

A PROGRAM FOR

IN-SERVICING PARENTS OF



**PRE-KINDERGARTEN
CHILDREN**

**A
TEACHER'S
HANDBOOK**

Each teacher should know
the options there are for
involving the moms and
dads of her students.

Martin 1975:113

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PREFACE

This handbook represents the culmination of study and research regarding the assessment of need for an in-service program for parents of pre-kindergarten children in the province of Newfoundland and Labrador.

The selection of content and format of the handbook was guided by an extensive review of the literature related to parent education and a province-wide survey of kindergarten teachers to determine the content and format they felt appropriate to include.

The handbook has been designed to facilitate the planning, development, and implementation of direct and indirect in-service programs and techniques for parents and to provide resources for the expansion and enrichment of existing parent education and parent involvement programs.

The handbook, utilized with creativity and ingenuity, should provide a valuable resource to teachers, administrators, school boards, and others concerned with the provision of education and involvement programs for parents of pre-kindergarten children.

INTRODUCTION

Parenting of young children in the twentieth century is filled with challenge, and oftentimes frustration, for it takes place in a complex, technologically-oriented society beset by a multitude of social and economic stresses (e.g., high unemployment, high rates of residential mobility, and marital disruption). The absence of traditional sources of information and support, such as the extended family, leaves many parents anxious and confused. Alternate sources of help, support, and information are necessary if they are to facilitate the growth and development of their children in a meaningful and effective manner. Parents' need for assistance is accentuated by the fact that the early years are a critical period in terms of children's growth and development and that the kind and extent of stimulating experiences provided are of utmost importance.

In many countries, particularly the United States, a variety of programs and techniques have emerged to accentuate parents' awareness of children's needs and to increase parents' effectiveness in providing for them. Such approaches include comprehensive programs (e.g., Head Start and Home Start), home visiting, toy-demonstrating,

counseling sessions, group discussions, workshops, as well as a myriad of audiovisual presentations and print materials, and have been provided by a number of individuals, groups, and agencies. Indeed, schools have been recognized as a particularly important source of knowledge and support for parents (Adkins 1975; Bell 1975; Bronfenbrenner 1974 ; Bruinsma 1978; Cave 1970; Croft 1979; Kelly 1976; LaPierre 1979; Martin 1975; Morrison 1978; Rowen, Bryne, and Winter 1980).

Although a number of positive effects of the various approaches have been ascertained, the superiority of one particular program or technique has not yet been established. Thus, a number of researchers suggest that the needs of children, parents, and teachers be determining factors in the development of programs to inform, support, and educate parents (Brim 1965; Brophy, Good, and Nedler 1975; Carson 1971; Croft 1979; Enzer 1975; Hodgden *et al.* 1974; Lane 1975; O'Connell 1975; Seely 1958; Umansky 1984). Since the needs of all three groups are apt to vary, knowledge of program options and resources is essential for those attempting to respond to expressed needs.

For the past ten years, a number of individuals and groups in the province of Newfoundland and Labrador have stressed the need for the provision of programs to educate and involve parents of young children. The following program is a response to the need expressed for such a resource.

THE NATURE OF THE PROGRAM

There is no universally agreed upon method in parent education.

Croake and Glover 1977:153

Since research has not yet specified the content and format which can be particularly effective in terms of parent education programs, the in-service program contained in the remainder of the handbook represents an attempt to describe an approach or process to be utilized in the development of in-service programming for parents of pre-kindergarten children rather than to advocate a singular program or technique.

The program entitled Options: A Program for In-Servicing Parents of Pre-Kindergarten Children has been designed on the basis of information gleaned from an extensive review of the literature related to parent education and the recommendations emanating from the province-wide survey of kindergarten teachers.

Thus, the program will emphasize the use of the following content:

1. Knowledge related to child growth and development,
2. Information concerning realistic expectations at specific stages of development.

3. Awareness of appropriate pre-kindergarten experiences, particularly those related to language and reading.
4. Knowledge of appropriate teaching behaviors and styles of parent-child interaction.
5. Knowledge of resources to aid in parenting.
6. Knowledge of the kindergarten program's goals, objectives, and content.
7. Knowledge of school organization and policy.
8. Awareness of positive home and school communication and interaction.

The format of the program will include the following features:

1. Provision for orientation.
2. Provision for assessment of needs.
3. Provision of resources for extending the initial orientation program and addressing expressed need.

Since a single in-service cannot possibly accommodate the potential range of needs to be satisfied, a comprehensive list of resources will be specified. Additionally, the structure of the program is flexible and provides opportunities for both direct and indirect forms of in-service.

THE PURPOSE OF THE PROGRAM

For Teachers

1. To provide a process for the development and implementation of parent education and involvement programs
2. To make teachers aware of the potential for expansion of educational and involvement programs
3. To provide teachers with ideas and resources necessary for program development

For Parents

4. To provide parents with knowledge, opportunities, and experiences which will assist them in becoming more effective parents
5. To make parents aware of the important role they have to play in their children's development
6. To provide parents with ideas and resources so that an appropriately stimulating environment can be created for their children
7. To make parents aware of the wide range of resources that exist to aid them in parenting successfully
8. To provide an opportunity for parents to express their needs for additional programming
9. To make parents aware of the importance of positive home-school interaction and continuous involvement

For Children

10. To ensure the best possible circumstances for learning, growth, and development, both in the home and at school
11. To facilitate children's transition from home to school and adjustment to a new environment
12. To raise the level of preparedness of incoming kindergarten students

GUIDELINES FOR PROGRAM IMPLEMENTATION

Parents need an introduction to the schools just as much as the schools need an introduction to parents.

Read 1979:26

If schools are to accomplish the task of "enhancing the capacity of parents to be a more effective and powerful influence upon their children" (Morrison 1978:iii), there must be an opportunity for parents and teachers to meet. Through an introductory meeting or orientation, parents can be informed of the demands and expectations facing their children upon initial school entry, of the necessity of preparing children for this "giant step" in their lives, and of the kind of options in terms of resources and programming that are available to parents in the facilitation of this preparation. It is also an opportune time for teachers to develop rapport with the children's parents, to gain some insight into the children's backgrounds of experience and levels of development, and to determine the areas of interest and concern parents have regarding their children's growth and development and school achievement.

The in-service program, therefore, has been structured in such a way as to provide for orientation, needs assessment, and additional programming. The suggested

procedure for implementing the program is as follows.

Orientation

The initial part of the program consists of an introductory in-service or orientation. It will serve as a model for the development of additional in-service. The process of program development, implementation, and evaluation will be described in detail for that reason.

Although parents of pre-kindergarten children ranging in ages from birth to five could possibly attend, teachers may wish to restrict the participation to parents whose children will enter school within one or two years. In any event, all parents of a prospective class of kindergarten children should attend. The sessions will be designed to expose parents to a range of content (e.g., knowledge about child growth and development, information concerning the necessity for and the kind of appropriate pre-kindergarten experiences, and the nature and scope of the kindergarten program). In similar fashion, a number of techniques or approaches in terms of format will be utilized (e.g., observation, group discussion, simulation, demonstration, displays, audiovisual and print media) to expose parents to the varied methods through which knowledge can be gained. The in-service will be followed by an evaluation and the distribution of an instrument to sample additional parent need.

The extension of programming beyond this level should

be influenced by the kinds of concerns expressed by parents for further information and programming. An additional consideration must be the needs of children, since special individual or small group programs for parents may have to be developed to meet the specific needs of certain children.

Thus, to go beyond the initial orientation in-service, teachers must be committed to the idea that greater support of and interaction with parents will have positive effects upon children's development and their success in school, for a great deal of time, energy, creativity, and ingenuity will be required.

Assessment

Different parents require different approaches.

Ellenburg and Lanier 1984:317

Brim has suggested that "parent education has many faces and takes many forms" (Brim 1965:vii). In expanding a school's in-service program beyond the orientation phase, assessment of need provides essential guidance in the determination of appropriate content and format, for there is no point in exposing parents to irrelevant material in a manner which is unpopular and consequently unproductive. Thus, teachers may examine the needs of children and parents to provide further information in terms of program planning, development, and implementation beyond the

orientation stage.

Parent Need

A number of methods exist to provide teachers with knowledge of the concerns and interests of the parents of pre-kindergarten children. They may range in complexity from a sophisticated multiple-choice questionnaire to simply asking parents what types of programs they would like to see offered. Additionally, parents' need for information may extend from a desire to know how to develop pre-reading readiness to the types of toys to buy at certain levels of development. As well, parents may need additional support services or resources that can only be supplied by other agencies. Such considerations are important in the provision of further programming.

Child Need

Certain types of parent education programs or involvement activities may be based on the assessed needs of the child. This necessitates the observation and assessment of the child to determine the extent of development in various areas (e.g., language, social-emotional, and physical). This can be accomplished through formal or informal means (e.g., medical examinations, standardized tests, checklists, and so on).

For example, in the course of assessment a teacher may discover that a child has a very limited listening

and speaking vocabulary. A specific program might be developed for that child's parents to aid in enriching the child's background of experience and vocabulary development. Such a program might consist of a number of trips or walks to places around the community, with lists of words to be pointed out and reinforced (e.g., a trip to the beach--sand, water, waves, shells, wind, driftwood, and seaweed), and prescribed follow-up activities after each trip, such as the construction of a creature from things found at the beach or the assembling of a booklet of words and pictures concerning the visit to the seashore. In essence, the approach is diagnostic-prescriptive (i.e., determining need and specifying an appropriate program or technique to meet that need).

Teacher Need

The orientation in-service is designed to provide parents with a fairly broad exposure to the potential range of parent education programs and techniques; however, one in-service session cannot possibly provide experience with the myriad of possibilities which exist. It is therefore important that teachers are cognizant of the fact that they may offer programs which parents have not suggested, to make parents aware of certain information or alert them to the availability of certain resources. Teachers may also find it appropriate to provide more broad-based and extensive programs and services for parents

and children. For example, a teacher may feel that a toy-lending library would be an asset to the preschool children in the community, and although the teacher would not be responsible for its development and operation, she could provide the essential information and guidance in setting it up. The possibilities for the expansion of programs to inform, support, and educate parents are limited only in terms of a teacher's imagination and access to and use of resources which exist.

Resources

In planning and implementing additional programs for parents, knowledge of a wide range of resources is necessary. Firstly, teachers must be aware of content resources (i.e., sources of information on topics such as child development, play, stimulating pre-school experience, parenting, and ways to extend and enrich existing programs). Secondly, teachers must be cognizant of format resources (i.e., sources of information regarding the manner of presentation of content, such as pamphlets, magazines, films, videotapes, discussion groups, toy-lending libraries, and workshops).

Guided by assessed need, teachers may select from both resource options to plan additional direct or indirect in-service for parents. Such in-service might range in scope from a full-fledged in-service or workshop with several sessions designed for a large group of parents to the simple act of providing a single parent with a

bibliography of selected materials on parenting or a pamphlet on a specific topic, such as "Getting Ready for School."

In the remainder of the handbook, resources have been allocated to specific components of the program; this has been done merely for the sake of convenience and ease of access. Resources listed in a particular section may be adapted or changed to suit additional purposes. The general approach to utilization of resources should be one of flexibility.

OPTIONS: A PROGRAM FOR IN-SERVICING
PARENTS OF PRE-KINDERGARTEN CHILDREN

This program consists of three components:

(1) orientation; (2) assessment; and (3) resources.

Each division of the program consists of an introduction, statement of purpose, and specification of some of the options available to teachers regarding the particular component. Selected specific samples of materials relating to certain individual components will be included in the appendices of the handbook.

Sources of information appropriate to a specific aspect of the program will be indicated.

COMPONENT ONE

orientation

- Introduction
- Purpose
- Options
- Resources

COMPONENT ONE: ORIENTATION

Introduction

The early years of a child's life are characterized by change and transition. Parents can play a critical role in fostering and facilitating their growth and development. To do so effectively, however, knowledge, guidance, and resources are essential.

Vital to parents' understanding of this period in children's lives and the challenges it presents is an increased awareness of how children grow, develop, and learn, of appropriate styles of interaction with children, of the types of experiences necessary in stimulating growth and development, and of the means by which transitions (e.g., initial entry into school) can be facilitated.

A number of options exist to accomplish such an objective. An in-service orientation, however, is recommended, as it provides an opportunity to expose parents to a wide range of content and format. A sample orientation in-service and parent handbook have been outlined in detail and included in Appendix J.1.

The remainder of this component will specify the purpose of orientation and some of the additional options available in providing orientation. Resources to expand

and enrich the orientation in-service will be recommended.

Purpose

Although four major objectives are specified for this component, additional objectives may be added by teachers implementing the in-service. The major objectives are:

1. To increase parental awareness of their role in fostering children's growth and development.
2. To provide parents with the knowledge and resources to parent more effectively.
3. To provide a forum for parents and teachers to interact and establish rapport.
4. To provide a means by which parents can indicate their need for additional knowledge and programming.

Options

A multitude of options exist to accomplish the objectives set for the orientation component. The in-service session and the handbook are but two of the possibilities which exist. A list of additional options follows, and although the list attempts to be comprehensive, it by no means exhausts the kinds of alternatives that exist in providing orientation.

1. Based on the format developed for the introductory in-service, teachers may want to develop a series of in-service sessions dealing with child development, provision of pre-kindergarten experiences, and so on. Such sessions could deal with topics in greater depth and permit more extensive investigation and discussion.
2. (a) Teachers may wish to develop a series of pamphlets outlining in summary form information on topics such as the learning center approach, goals and objectives of the kindergarten program,

facilitating language development, and so on.

(b) Teachers may develop a weekly calendar of suggested activities and materials to stimulate various aspects of children's development. Such a calendar might specify stories, songs, exercises, recipes, art and science activities for the week, as well as places of interest to visit.

(c) Teachers may develop a series of bibliographies providing relevant information regarding a variety of topics such as parenting, children's books and magazines, resources to aid in parenting, and so on.

(d) Teachers might construct a parents' dictionary to explain some of the technical terms and educational jargon (e.g., visual discrimination, intelligence quotient, and psycho-motor development) with which parents may be unfamiliar.

(e) Teachers may write a series of newspaper articles related to topics of concern to parents.

3. (a) Teachers may develop a series of videotapes related to various topics. Such tapes would be designed to increase parental awareness (e.g., a taped session of a child at play), with commentary as to kinds of abilities a child is developing during play.

(b) Teachers may show a series of films or film-strips related to parenting and child development.

(c) Teachers might develop a series of audiotapes which parents could take home and play at their leisure, concerning a variety of topics, such as the goals, objectives, and content of the kindergarten program, reading to your children, or what to do on a rainy day.

(d) Teachers might enlist the assistance of the local radio station to provide a once-a-week feature on parenting. Possibilities include an open-line format, where parents could call for information regarding growth and development, weekly feature topics, or special guests providing information on topics such as child health and nutrition.

4.
 - (a) Teachers may do individual home visitations to discuss child development, transition from home to school, or related topics.
 - (b) Teachers may form parent discussion groups to explore aspects of child growth and development.
 - (c) Teachers may sponsor monthly make it-take it sessions, where parents could learn to construct toys, games, or activity packages which could be used at home with their children.
 - (d) Meet The Staff Night could be held, and each staff member could explain his or her function as well as give a synopsis of the program for which he or she is responsible.
 - (e) Teachers may arrange for regular presentations at parent-teacher association meetings by members of the school staff. Such presentations might include "Your Child's Mental Health" by the guidance counselor or "The Importance of Nutrition" by the school nurse.
 - (f) Teachers may organize tours of the school while classes are in session, so that parents become familiar with the routine and procedures, as well as developing an insight into the elements of some of the programs.
 - (g) Teachers may choose a highly visible place in the community, such as a shopping mall, to have a monthly display of materials relating to some aspect of child development or the school program.
 - (h) Teachers may arrange for parents to visit a kindergarten classroom in session to observe firsthand the kinds of activities in which children are involved.
- (l) Teachers may provide a half-day Saturday School which parents and children could attend. Demonstrations of the use of various play materials and activities could be given, and parents could experiment with the ideas presented under supervision and guidance.

Resources

In attempting to provide additional options for

orienting parents, teachers are referred to the content and format options contained in Component Three of the handbook.

COMPONENT TWO

assessment

- Introduction
- Purpose
- Options
 - Options for Assessing Parent Need
 - Options for Assessing Child Need
- Resources

COMPONENT TWO: ASSESSMENT

Introduction

The Orientation Component provides an introduction to the range of possibilities that exists for in-servicing parents of pre-kindergarten children. Additional program planning and implementation should consider two primary sources of information: (1) parent need; and (2) child need.

In determining the needs of parents and children, a number of formal and informal methods are available to teachers. Existing published resources may be utilized, or teachers may develop assessment instruments suited to their particular situation. Sample Parent and Child Assessment Forms will be contained in Appendix J.8.

The remainder of this component will outline the purpose of assessment, some additional options available in assessing need, and resources to extend and enrich teachers' knowledge of the topic.

Purpose

Two objectives are specified for this component of the program. Additional objectives may be added by teachers conducting assessment. The major objectives are:

1. To provide teachers with information regarding parents' need for knowledge, programs, and resources, so that appropriate content and format may be selected.
2. To provide teachers with information regarding the needs of specific children, so that individual programming to be implemented by their parents may be planned; and additionally, to determine the necessity of referral of parents to other groups or agencies for knowledge and support.

Options

A range of options exists for assessing the needs of parents and children. The Parent Assessment Form contained in Appendix J.8 is but one example of the potential methods teachers may select. A list of alternative options follows.

Options for Assessing Parent Need

1. A telephone interview conducted by teachers or volunteers
2. Various questionnaires related to parents' knowledge of specific topics
3. A series of essay questions to be completed by parents regarding aspects of child development, the provision of kindergarten experiences, and the like
4. A pre-test to determine parents' knowledge of resources for stimulating the development of pre-kindergarten children
5. A parent self-evaluation form, where parents estimate their knowledge of specific topics
6. A parent report card, where parents grade themselves on aspects of parenting
7. A checklist to determine the resources available in the home to stimulate children's development

8. A rating scale to determine parents' effectiveness as a reading model for their children
9. A suggestion box
10. An "I Would Like To Know About _____" form, where parents could indicate specific concerns or questions
11. Meetings to discuss additional programming
12. Teacher assessment of videotapes of parent-child interaction

Options for Assessing Child Need

A number of the options may be carried out by either parent or teacher. In some cases (e.g., child observation) both teacher and parent may be involved and meet to share ideas and observations. The options include:

1. A sample observation guide for parents to indicate particular competencies and behaviors of children.
2. A checklist of developmental characteristics, to be completed by parents or teachers.
3. Readiness inventories, where teachers or parents provide a yes or no response to specific questions (e.g., Can the child listen attentively? Yes/No).
4. Child interest inventories to determine the types of experiences which have been made available to children.
5. Published assessment instruments, such as the Denver Developmental Screening Test, Peabody Picture Vocabulary Test, and the Illinois Test of Psycho-Linguistic Abilities.
6. Teacher-made informal assessment instruments to evaluate child competence in areas such as language development, pre-reading readiness, and visual discrimination.
7. Observation of the child interacting with other children.

Resources

In developing appropriate techniques for the assessment of parent and child need, teachers are referred to Content Option: Assessment contained in Component Three of the handbook.

COMPONENT THREE

resources

- Introduction
- Purpose
- Options
- Resources
 - Content Options
 - Assessment
 - Children's Growth and Development
 - Children's Learning
 - Facilitating Children's Transition from Home to School
 - Interacting with Children
 - Kindergarten Program: Goals, Objectives, and Content
 - Parenting
 - Play
 - Stimulating Children's Development
- Format Options
 - Audiovisual Media
 - Print
 - Parent Education Programs
 - Parent Involvement Programs

COMPONENT THREE: RESOURCES

Introduction

Once teachers are aware of the needs of parents and children for additional programming, a knowledge of the range of possible options for content and format is essential. Component Three provides such information. It has been divided into two major sections: (1) Content Options and (2) Format Options. The section entitled Content Options has been further divided into nine subsections concerning information related to: (1) assessment; (2) children's growth and development; (3) children's learning; (4) facilitating transition from home to school; (5) interacting with children; (6) kindergarten goals and objectives and content; (7) parenting; (8) play; and (9) stimulating children's development. Appropriate resources are listed in each subsection. The section entitled Format Options has been further divided into three subsections concerning manners of presentation of content. These include: (1) audiovisual media; (2) print media; and (3) programs. Relevant sources of information have been specified for each subdivision. To facilitate the development of additional programming, a planning sheet has been provided for teachers. It is included in Appendix J.2. No

attempt has been made to advocate specific content or format for teachers, as such selection decisions must be based on the needs of those to be served by additional programming, in consideration of each teacher's unique set of circumstances (e.g., the numbers of parents involved, time available for planning, and accessibility of resources).

Purpose

1. To provide teachers with an extensive list of content and format options to facilitate the ability of teachers to meet a wide range of parent and child need
2. To alert teachers to the large number of possible options there are for programming and thus encouraging diversity in and enrichment of existing parent education and involvement programs

Options

The possibilities which exist for the utilization of content and format options are limited only by a teacher's imagination and ingenuity. A particular technique could be used to convey a variety of content (e.g., a series of lectures on the nature of play, appropriate toys, setting up a toy-lending library), or a number of different approaches could be used to deal with one topic (e.g., films about play, pamphlets about play, a bibliography of books on the subject, observation of children at play, simulating play experiences, displays of appropriate play materials, and so on). The combinations are endless.

Rather than specify an extensive list of combinations

in this section of Component Three, specific suggestions regarding possible options will be made at the beginning of relevant subsections.

Resources

In planning, developing, and implementing additional in-service, teachers should select from the content and format options the information necessary to meet the needs of those to be involved in programs offered. Specific resources pertaining to content and format options follow this section of the handbook.

COMPONENT THREE: RESOURCES

Content Option: Assessment

It has been suggested that needs assessment is simply a gathering of information about parents' interests and concerns (Brophy, Good, and Nedler 1975); however, for the purposes of this program the needs of children must also be considered. The following resources provide teachers with a number of sources of information regarding assessment instruments and techniques to use with parents and children. Teachers may want to use specific resources or adapt them in some way for their own use.

Parent/Teacher Resources

Brophy, J. E.; Good, T. L.; and Nedler, S. E. Teaching in the Pre-School. New York: Harper and Row, 1975.

Caldwell, B. M.; and Bradley, R. H. Home Observation for Measurement of the Environment. Homewood, Illinois: Dorsey Press, n.d.

California State Department of Education. Putting It Together with Parents: A Guide to Parent Involvement in Educational Programs. Sacramento, California: ERIC Document Reproduction Service, ED 120 299, 1973.
(Note: Contains Parent Interest Survey Form.)

Croft, D. J. Parents and Teachers: A Resource Book for Home, School, and Community Relations. Belmont, California: Wadsworth, 1979.

DiSibio, R. A. "Parents: A Teacher's Partner." Education 104 (1984):296-299. (Note: Contains "How Does Your Home Rate?" and "Are You a Good Reading Model?" checklists.)

Green, D. "A Report Card for Parents." The PTA Magazine, September 1972, pp. 24-25.

Guinagh, B. J., and Jester, R. E. "How Parents Read to Children." Theory Into Practice 11 (1972):171-177. (Note: Contains "Parents as a Reader Scale.")

Nedler, S. E., and McAfee, O. Working with Parents: Guidelines for Early Childhood and Elementary Teachers. Belmont, California: Wadsworth, 1979.

"Reading Questionnaire." The PTA Magazine, October 1971, pp. 29-30.

Roe, A., and Siegelmann, M. "A Parent-Child Relationship Questionnaire." Child Development 34 (1963):355-369.

Child Assessment Resources

Almy, M. C. Ways of Studying Children. New York: Teachers' College Press, 1959.

Bell, D. R., and Low, R. A. Observing and Recording Children's Behaviour. Richmond, Virginia: Performance Associates, 1977.

Boehm, A. E., and Weinburg, R. A. The Classroom Observer: A Guide to Developing Observational Skills. New York: Teachers' College Press, 1977.

Caldwell, B. M. Preschool Inventory. Princeton, New Jersey: Educational Testing Services, 1970.

Case, N.; Dobbin, T.; Tudiver, J.; and Wright, A. Kinder-garten Curriculum Guide. St. John's, Newfoundland: Department of Education, 1985. (Note: Contains checklist and procedures for observation.)

Casey, J. Individualizing the Primary Program: A Report on the Santa Clara Inventory of Developmental Tasks. Huntington Beach, California: Zweig, 1977.

Classroom Screening. Piedmont, California: Circle Preschool, 1977.

Cohen, D., and Stern, V. "Observing and Recording the Behaviour of Young Children." Teachers' College Practical Suggestions in Teaching 18 (1958):n.p.

- Colligan, R. C. "Prediction of Kindergarten Success from Preschool Reports of Parents." Psychology in the Schools 13 (1976):304-308.
- Doud, J. L., and Finkelstein, J. M. "A Two-Year Kindergarten That Works." Principal, May 1985, pp. 18-21. (Note: Contains "A Developmental Checklist.")
- Eden, S. Early Experiences: A Resource Guide for a Developmental Program in Early Childhood Education. Scarborough, Ontario: Nelson Canada, 1983. (Note: Contains information on observation and assessment of children.)
- ERIC Clearinghouse on Early Childhood Education. Current ERIC Resources on Screening, Readiness, and Diagnostic Programs in Early Childhood. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1978.
- Hodgen, L.; Koetter, J.; LaForse, B.; McCord, S.; and Schram, D. School Before Six: A Diagnostic Approach. Ithaca, New York: Cornell University, 1970.
- Kindergarten Curriculum Committee. Children First: A Guide for Kindergarten. Saskatchewan: Department of Education, 1974. (Note: Contains checklist.)
- Lavine, S. B. "A Diagnostic Prescriptive Computer Program for Pupil Screening." Educational Technology 17 (1977):37.
- Monteith, M. K. "Screening and Assessment Programs for Young Children: Reading Readiness and Learning Problems. An ERIC/RCS Report." Language Arts 53 (1976):920-924.
- Nash, C. ECHO: A Diagnostic Teaching Kit. Toronto: Collier Macmillan.
- Wood, M. H., and Layne, F. M. Pre-Academic Learning Inventory. Novato, California: Academic Therapy Publications, 1975.
- Yahraes, H., and Prestwich, S. Detection and Prevention of Learning Disorders. Washington, D.C.: United States Government Printing Office, 1976.
- Young, M., and Schleicher, I. "Watching for Developmental Lags and Disabilities." Day Care and Early Education 4 (1977):21-22.

Content Option: Children's Growth and Development

Essential to effective parenting is an understanding of how children grow and develop: hence, it is important for parents to be aware of the characteristics of pre-kindergarten children (e.g., their curiosity, imaginative-ness, energy, and self-centeredness). A number of options are available to create this awareness (e.g., viewing films concerning child development; having parents make a chart to document the various stages of development their own child has passed and the characteristics and behaviors exhibited at each level; viewing videotapes of child at different stages of development to note similarities and differences in interests and behavior; and so on). A list of specific resources related to the topic follows.

Teachers should survey format options as well for additional resources.

Parent/Teacher Resources

Ames, B., and Ilg, F. L. Your Two Year Old. New York: Delacorte Press, 1976.

Bax, M., and Bernal, J. Your Child's First Five Years. New York: St. Martin's Press, 1974.

Blatz, W. E. Understanding the Young Child. New York: William Morrow, 1944.

Bowlby, J. Child Care and the Growth of Love. Baltimore: Penguin, 1965.

Bowley, A. H. The Natural Development of the Child: A Guide for Parents, Teachers, Students, and Others. London: Livingstone, 1969.

- Brazelton, T. B. Infants and Mothers: Differences in Development. New York: Delacorte, 1972.
- . Toddlers and Parents: A Declaration of Independence. New York: Delacorte Press, 1974.
- Burnett, D. Your Preschool Child: Making the Most of the Years from 2 to 7. New York: Holt, Rinehart, and Winston, 1961.
- Child and Maternal Health Division. Up the Years from One to Six. Ottawa: Information Canada, 1971.
- Church, J. Understanding Your Child from Birth to Three. New York: Pocket Books, 1980.
- Cooper, G. C. Guide to Teaching Early Childhood Development: A Comprehensive Curriculum. New York: Child Welfare League of America, 1975.
- Deutsch, M. "Facilitating Development in the Pre-School Child." Merrill-Palmer Quarterly 10 (1964):249-263.
- Dreikurs, R. Children: The Challenge. New York: Hawthorn Books, 1964.
- Erickson, E. H. Childhood and Society. 2nd ed. New York: William Norton, 1964.
- Hincks, C. M. et al., eds. Do You Know Your Child? Waterloo, Ontario: Canadian Mental Health Association, 1955.
- Hunt, J. M. Intelligence and Experience. New York: Ronald Press, 1961.
- . "How Children Develop Intellectually." Children 11 (1964):83-91.
- Hurlock, E. B. Child Development. New York: McGraw Hill, 1969.
- Hymes, J. L. "Starting with a Child." In Those First School Years. Edited by Mary A. Dawson. Washington, D.C.: National Education Association, 1960.
- . The Child Under Six. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.
- Isaacs, S. The Nursery Years: The Mind of the Child from Birth to Six Years. New York: Schocken Books, 1968.

- Kindergarten Curriculum Committee. Children First: A Guide for Kindergarten. Saskatchewan: Department of Education, 1974.
- Klein, C. How It Feels to Be a Child. New York: Harper and Row, 1977.
- Krogman, W. M. Child Growth. Ann Arbor: University of Michigan Press, 1972.
- Leach, P. Your Baby and Child, From Birth to Age Five. New York: Knopf, 1980.
- LeShan, E. J. The Conspiracy Against Childhood. New York: Atheneum, 1967.
- _____. How Does Your Child Grow? New York: David McKay, 1971.
- Pearis, L., and Pearis, R. What Every Child Needs. New York: Harper and Row, 1974.
- Pearce, J. C. Magical Child. New York: Bantam, 1980.
- Piaget, J. The Origin of Intelligence in Children. New York: International Universities Press, 1966.
- Pulaski, M. A. Your Baby's Mind and How It Grows: Piaget's Theory for Parents. New York: Harper and Row, 1978.
- Rice, F. P. A Working Mother's Guide to Child Development. Englewood Cliffs, New Jersey: Prentice-Hall, 1979.
- Richmond, P. G. An Introduction to Piaget. New York: Basic Books, 1971.
- Rubin, R. R., and Fisher, J. J. Ages 3-4: Your Preschooler. New York: Collier Books, 1982.
- Thibault, J. P., and McKee, J. S. "Practical Parenting with Piaget." Young Children 38 (1982):18-27.
- Warrell, S. E. Help Your Children Grow: A Humanistic Approach to Parenting and Teaching. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.
- Warren, R. M. Caring: Supporting Children's Growth. Washington, D.C.: National Association for the Education of Young Children, 1977. (Pamphlet.)

- White, B. L. Development of the Young Child: Major Influences. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.
- . The First Three Years of Life. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.
- White, S., and White, B. N. Childhood Pathways of Discovery. New York: Harper and Row, 1980.
- Yussen, S. R., and Sanrock, J. W. Child Development: An Introduction. Dubuque, Iowa: William C. Brown, 1982.

Content Option: Children's Learning

Parents are a young child's first teachers. More extensive information concerning the way in which children learn can certainly enhance parents' ability to facilitate the learning process. Knowledge about children's need to explore, to manipulate, to have first-hand experiences, to question, to discuss, and to receive reinforcement can be helpful. The understanding of the importance of play to children's learning, as well as an appreciation of the fact that each child has a unique style of learning, is essential. A number of options are available to teachers to heighten parents' awareness of the way in which children learn. For example, parents could be presented with videotapes of young children learning in different sets of circumstances, such as a mother and child making cookies, a father and child discussing the attributes of particular objects, and a group of children involved in playing a game. Discussion could ensue as to the process involved and the knowledge gained by children in each situation. Teachers

might also develop an extensive in-service session with a series of sessions on topics related to children's learning (e.g., "How Do Children Learn?", "How Can Parents Facilitate Learning?", and "Do Children Really Learn Through Play?"). A list of specific resources related to the topic of children's learning follows. Teachers should consult related material in other sections of Content and Format Options in Component Three as well (e.g., play, stimulating children's development).

Parent/Teacher Resources

Arnold, A. Teaching Young Children to Learn from Birth to School Age. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Bell, T. H. Your Child's Intellect: A Guide to Home-Based Preschool Education. Salt Lake City, Utah: Olympus, 1972.

Birch, H. G. "How Children Begin to Learn." In The New Encyclopedia of Child Care. Edited by S. Gruenberg. Garden City, New York: Doubleday, 1968.

Case, N.; Dobbin, T.; Tudiver, J.; and Wright, A. Kindergarten Curriculum Guide. St. John's, Newfoundland: Department of Education, 1985.

Cohen, D. The Learning Child. New York: Pantheon, 1973.

Dinkmeyer, D., and Dreikurs, P. Encouraging Children to Learn: The Encouraging Process. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

Hendrick, J. Total Learning for the Whole Child: Holistic Curriculum for Children 2-5. St. Louis, Missouri: C. V. Mosby, 1980.

Jones, E. "Involving Parents in Children's Learning." Childhood Education 47 (1970):126-130.

Jones, S. Learning for Little Kids. Boston: Houghton Mifflin, 1979.

Kindergarten Curriculum Committee. Children First: A Guide for Kindergarten. Saskatchewan: Department of Education, 1974.

Lehane, S. Help Your Baby Learn. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

LeShan, E. "The Most Important Things Parents Can Teach Little Children." In Readings in Early Childhood Education 77/78. Edited by J. McKee. Guilford, Connecticut: Dushkin, 1977.

Miller, M. S. Bringing Learning Home: How Parents Can Play a More Active Role in Their Children's Education. New York: Harper and Row, 1981.

Ministry of Education for Ontario. "Children and Learning." In Education in the Primary and Junior Divisions. Ontario Ministry of Education, 1975.

Palmer, F. H. "Learning at Two." Children 16 (1969):55-57.

Pitcher, E. G.; Lasher, M. G.; Feinburg, S. G.; and Braun, L. A. Helping Young Children Learn. 3rd ed. Ohio: Charles E. Merrill, 1979.

Rice, M. F., and Flatter, C. H. Help Me Learn: A Handbook from Birth to Third Grade. Englewood Cliffs, New Jersey: Prentice-Hall, 1979.

Rodney, C. How Young Children Learn. Washington, D.C.: Association for Childhood Education International, 1969.

Stein, S. The Open Home: Early Learning Made Easy for Parents and Children. New York: St. Martin's Press, 1976.

Steinman, B. "Happenings: The Joy of Discovery." Child Focus 1 (1979):6-7.

Strickland, D. "Know the Learner: First Step in Planning the Early Childhood Language/Reading Curriculum." In Resources for Early Childhood: An Annotated Bibliography and Guide for Educators, Librarians, Health Care Professionals, and Parents. Edited by H. N. Scheffler. New York: Garland, 1983.

Toister, R. P. "A Reinforcement Theory Perspective of Early Child Rearing and Education." Educational Technology 11 (1971):49-51.

Warner, S. L., and Rosenberg, E. D. Your Child Learning Naturally: What Can You Do to Help Prepare Your Child for School? Garden City, New York: Doubleday, 1976.

Wittes, G., and Radin, N. Help Your Child to Learn: The Nurturing Approach. San Rafael, California: Dimensions, 1969.

Wittes, G., and Radin, N. Help Your Child to Learn: The Reinforcement Approach. San Rafael, California: Dimensions, 1969.

Content Option: Facilitating Children's Transition from Home to School

The following resources may be utilized by teachers in planning activities or programming to facilitate children's transition from home to school. Some of the resources may be recommended to parents. A selection of children's books concerning initial school entry are also listed.

Parent/Teacher Resources

Anderson, L. S. "When a Child Begins School." Children Today 5 (1976):16-19.

Andrews, P. "What Every Parent Wants to Know." Childhood Education 52 (1976):304-305.

Beyer, E. Teaching Young Children. Indianapolis, Indiana: Bobbs Merrill, 1968.

Blake, E. Hello and Goodbye. New York: Child Study Association of America, 1965. (Play.)

Case, N.; Dobbin, T.; Tudiver, J.; and Wright, A. Kindergarten Curriculum Guide. St. John's, Newfoundland: Department of Education, 1985.

Cohen, D., and Rudolf, M. Kindergarten and Early Schooling. Englewood Cliffs, New Jersey: Prentice Hall, 1977.

- Danoff, J.; Breitbart, V.; and Barr, E. Open for Children: For Those Interested in Early Childhood Education. New York: McGraw Hill, 1977.
- Dawson, M.; ed. Those First School Years. Washington, D.C.: National Education Association, 1960.
- Department of Health. Ready for School. St. John's, Newfoundland: Government of Newfoundland and Labrador, n.d. (Pamphlet.)
- Division of Curriculum and Instruction. A Kindergarten Handbook: A Guide for Teachers, Parents, and Others. St. John's, Newfoundland: Department of Education, 1967.
- Embinder, S. S. "School Is One Step in Letting Go: A Pamphlet to Prepare Parents in How to Separate." M.Sc. thesis, Bank Street College of Education, 1977.
- Fassler, J. Helping Children Cope: Mastering Stress Through Books and Stories. New York: Free Press, 1978.
- Goode, C. The World of Kindergarten. Los Angeles, California: Ritchie and Simon, 1970.
- Kellerman, J. Helping the Fearful Child: A Guide to Everyday Problems and Anxieties. New York: W. W. Norton, 1981.
- Lewis, A. C. Your Child from Home to School: A Handbook for Parents Whose Child Is Entering School. Washington, D.C.: National Association of Elementary School Principals and National School Public Relations Associations, 1972.
- Murphy, L. B., and Leeper, E. M. Preparing for Change. Washington, D.C.: Department of Health Education and Welfare, 1973.
- National Institute of Mental Health. When Your Child First Goes Off to School. Rockville, Maryland: National Institute of Mental Health, n.d. (Pamphlet.)
- Newfoundland Teachers' Association. Those First School Days. St. John's, Newfoundland: Newfoundland Teachers' Association, 1985. (Pamphlet.)

Ryan, B. How to Help Your Child Start School: A Practical Guide for Parents and Teachers of Four to Six Year Olds. New York: G. P. Putnam, 1980.

Simmons, B., and Brewer, J. "When Parents of Kindergartners Ask Why?" Childhood Education 61 (1985):177-184.

Suchara, H. T. "A Point of View: Parents and Teachers: A Partnership." Childhood Education 58 (1982):130-133.

Tingey-Michaelis, C. "Day One! How to Handle That All-Important First Day of School." Early Years/K-8, August 1984, pp. 37-39, 96.

Warren, R. M. Caring and Supporting Children's Growth. Washington, D.C. National Association for the Education of Young Children, 1977.

Weinberger, P. "Getting to Know Each Other." Teacher, September 1976, p. 134.

Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package. Preschool Parent Resource Package. St. John's, Newfoundland: Department of Education, 1985.

Children's Books

Alexander, M. Sabrina. New York: Dial Press, 1971.

Barkin, C., and James, E. I'd Rather Stay Home. Milwaukee, Wisconsin: Raintree, 1975.

Brienberg, P. Shawn Goes to School. New York: Thomas Y. Crowell, 1973.

Katzoff, B. Cathy's First School. New York: Knopf, 1964.

Steiner, C. I'd Rather Stay With You. New York: Seabury Press, 1965.

Wells, R. Timothy Goes to School. New York: Dial Press, 1981.

Content Option: Interacting with Children

The manner in which parents and children interact can either facilitate or inhibit learning. For example,

parents who use elaborated speech in conversing with their child (i.e., expanding children's sentences, adding description, and so on) will encourage language development; however, parents who speak in a restricted format (i.e., speech limited to commands--e.g., "Go outside"; "Be quiet") will discourage language growth. Thus, it is important for parents to be aware of the manner of interaction which facilitates growth, development, and learning. Parents need to be aware of such concepts as parents being behavior and learning models; the importance of consistency, patience, and interest on the part of parents; and so on. Olmsted, Webb, and Ware, for example, outline ten desirable teaching behaviors which can guide the actions of parents in their attempts to foster learning (Olmsted, Webb, and Ware 1977). A number of options are open to teacher in creating an awareness of positive manners of interaction. Role-playing would seem to be a particularly good technique to use. Parents could view teachers role-playing parents and children in situations exhibiting both positive and negative forms of interaction. Parents could then participate in model role-playing situations set up by the teacher and later discuss their observations of their experience. Videotaped sessions pointing out positive methods of interaction might be another alternative. A series of selected resources pertaining to this topic follows. Teachers should consult other content and format

options for additional resources related to the topic.

Parent/Teacher Resources

- Badger, E. D. "A Mother's Training Program--The Road to a Purposeful Existence." Children 18 (1971):168-173.
- Braga, J., and Braga, L. Children and Adults: Activities for Growing Together. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.
- Brophy, J. E.; Good, T. L.; and Nedler, S. E. Teaching in the Preschool. New York: Harper and Row, 1975.
- Champagne, D. W., and Goldman, R. M. Teaching Parents Teaching. New York: Meredith, 1977.
- Gray, S. W. "The Child's First Teacher." Childhood Education 48 (1971):127-129.
- Gregg, E., and Knotts, J. Growing Wisdom, Growing Wonder: Helping Your Child Learn from Birth Through Five Years. New York: Macmillan, 1980.
- Gordon, I. J. "Parenting, Teaching, and Child Development." Young Children 31 (1976):173-183.
- Lillie, D., and Trohanis, P., eds. Teaching Parents to Teach. New York: Walker, 1976.
- Miller, M. S. Bringing Learning Home: How Parents Can Play a More Active and Effective Role in Their Children's Education. New York: Harper and Row, 1981.
- Newfoundland Teachers' Association. Parents Are Teachers Too. St. John's, Newfoundland: Newfoundland Teachers' Association, 1985. (Pamphlet.)
- Office of Education. The Role of Parent as Teacher: Recruitment, Leadership, and Training Instructions. Washington, D.C.: ERIC Document Reproduction Service, ED 121 482, 1975.
- Olmsted, P. P.; Webb, R. B., and Ware, W. B. "Teaching Children at Home and School." Theory Into Practice 16 (1977):7-11.
- Stevens, J. H., Jr. Training Parents as Home Teachers: A Review of Research. Washington, D.C.: National Association for the Education of Young Children, 1978.

Vernon, L. "For Parents Particularly: Putting Parenting in Perspective." Childhood Education 58 (1981): 90-91.

Westlake, H. G. Parenting and Children: Teacher's Guide. Lexington, Massachusetts: Ginn, 1981.

Worley, S. E. "Parents Are Also Teachers." Childhood Education 43 (1967) :341-344.

Content Option: Kindergarten Program:
Goals, Objectives, and Content

A great deal of change has taken place in the kindergarten program in the province of Newfoundland and Labrador in the past five years. Committees have examined its content and format, and significant changes have been made (e.g., greater emphasis on play, learning center approach, and so on). It is important that parents are made aware of the nature of the program and the rationale for certain experiences and approaches. Additionally, parents can facilitate the learning which goes on in school only if they are informed. A number of options are open to teachers to provide this information (e.g., parents' handbooks, pamphlets, observation of kindergarten class in session, and so on). Selected resources concerning kindergarten programming follow. Teachers should consult other relevant sections of Component Three for additional resources.

Teacher Resources

Case, N.; Dobbin, T.; Tudiver, J.; and Wright, A. Kinder-garten Curriculum Guide. St. John's, Newfoundland: Department of Education, 1985.

Division of Curriculum and Instruction. A Kindergarten Handbook: A Guide for Teachers, Parents, and Others. St. John's, Newfoundland: Department of Education, 1967.

Division of Instruction. Core Learnings in the Language Arts. St. John's, Newfoundland: Department of Education, n.d.

Division of Instructional Service, Curriculum Development Branch. Kindergarten Curriculum Guide. Victoria, British Columbia: Department of Education, 1973.

Eden, S. Early Experiences: A Resource Guide for a Developmental Program in Early Childhood Education. Scarborough, Ontario: Nelson Canada, 1983.

Kindergarten Curriculum Committee. Children First: A Guide for Kindergarten. Saskatchewan: Department of Education, 1974.

Ministry of Education for Ontario. Education in the Primary and Junior Divisions. Ontario, 1975.

Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package. Preschool Parent Resource Package. St. John's, Newfoundland: Department of Education, 1985.

Content Option: Parenting

In today's world, the tasks associated with parenting young children present many challenges. Parents need a great deal of knowledge, support, and resources if they are to parent effectively. Since no family situation presents identical sets of circumstances, the needs of individual parents can be quite diverse. Some parents may need to acquire a general knowledge of parenting, while others may require more specific types of information (e.g., how to deal with gifted or learning disabled children or coping with single parenthood). A wide range of general and

specific printed resources follow. As well, a list of organizations has been included, as many offer both support and information to parents. Teachers have a number of options available to them in the utilization of these resources. For example, a group of parents could be given a list of selected readings. Once the material is read, parents could assemble for a brainstorming session to discuss the varied elements associated with parenting. Teachers could decide to construct a vertical file of materials on parenting in the school library. Parent volunteers might be enlisted to write to various associations for information. Teachers could organize a community services fair at the school, having agencies which serve parents (e.g., Department of Health, Department of Social Services) set up displays, and so on. In addition to the resources which follow, teachers are encouraged to examine other sections of Component Three for information which might be adapted for use in further programming.

Parent/Teacher Resources: General

Association for Childhood Education International. Parenting. Washington, D.C.: Association for Childhood Education International, 1973.

Babcock, D., and Keepers, T. Raising Kids O.K. New York: Grove Press, 1976.

Bartz, W. R., and Roson, R. A. Surviving with Kids: A Lifeline for Overwhelmed Parents. San Luis Obispo, California: Impact, 1978.

- Becker, W. C., and Becker, J. W. Successful Parenthood. Chicago: Research Press, 1974.
- Bell, T. H. An Educator Looks at Parenting. Urbana, Illinois: ERIC Document Reproduction Service, ED 127 547, 1976.
- Berends, P. B. Whole Child--While Parent. New York: Harper and Row, 1975.
- Bigner, J. J. Parent-Child Relationships: An Introduction to Parenting. New York: Macmillan, 1979.
- Brazelton, T. B. Toddlers and Parents: A Declaration of Independence. New York: Delacorte Press, 1976.
- Bricklin, B., and Bricklin, P. Strong Family/Strong Children: The Art of Working Together to Develop a Healthy Child. New York: Delacorte Press, 1970.
- Briggs, D. Your Child's Self-Esteem: The Key to His Life. New York: Doubleday, 1970.
- Brown, S., and Kornhauser, P. Working Parent: How to Be Happy with Your Children. Atlanta: Humanics, 1980.
- Callahan, S. C. Parenting: Principles and Politics of Parenthood. Baltimore, Maryland: Penguin, 1974.
- Campbell, D. R. How to Really Love Your Child. Wheaton, Illinois: Victor Books, 1981.
- Caplan, F., ed. The Parenting Advisor. Garden City, New York: Doubleday, 1978.
- Cattell, P. Raising Children with Love and Limits. Chicago: Nelson-Hall, 1972.
- Cerf, C., ed. Kids Day In and Day Out: A Parent's Manual. New York: Simon and Schuster, 1979.
- Child Care Handbook. Washington, D.C.: American Home Economics Association, 1975.
- Cooper, J. A., and Edge, D. Parenting: Strategies and Educational Methods. Toronto: Charles C. Merrill, 1978.
- Corsini, R., and Painter, G. The Practical Parent. New York: Harper and Row, 1975.

Craig, S. D. Raising Your Child Not By Force But By Love.
Philadelphia: Westminster, 1973.

Curtis, J. Working Mothers. New York: Simon and Schuster, 1977.

Dinkmeyer, D., and McKay, G. D. Raising a Responsible Child: Practical Steps to Successful Family Relations. New York: Simon and Schuster, 1973.

Dodson, F. How to Parent. New York: New American Library, 1971.

. How to Discipline in the Home. New York:
Rawson Associates, 1977.

Dreikurs, R. Coping with Children's Misbehavior. New York: Hawthorne, 1972.

Dreikurs, R., and Cassel, P. Discipline Without Tears.
Toronto: Alfred Alder Institute, 1972.

Dreikurs, R.; Corsini, R.; and Gould, S. How to Stop Fighting with Your Kids. New York: ACE Books, 1975.

Dreikurs, R., and Goldman, M. The ABCs of Guiding the Child. Morton, Illinois: Rudolf Dreikurs Unit of Family Education Association, 1972.

Dreikurs, R., and Grey, L. A Parent's Guide to Child Discipline. New York: Hawthorne, 1972.

Duvall, E. M. Handbook for Parents. Nashville: Broadman, 1974.

Engelmann, S. Give Your Child a Superior Mind. New York: Simon and Schuster, 1966.

Evans, J., and Ilfeld, E. Good Beginnings: Parenting in the Early Years. Ypsilanti, Michigan: High/Scope, 1982.

Faber, A., and Mazlish, E. Liberated Parents--Liberated Children. New York: Avon, 1975.

Fine, M. J. Parents vs. Children: Making the Relationship Work. New York: Spectrum, 1979.

Galinsky, E. Between Generations: The Six Stages of Parenthood. New York: Times Books, 1981.

- Gerzon, M. A Childhood for Every Child: The Politics of Parenthood. New York: Outerbridge and Tazard, 1973.
- Gilbert, S. D. Three Years to Grow: Guidance for Your Child's First Three Years. New York: Parents Magazine Press, 1972.
- Ginott, H. G. Between Parent and Child: New Solutions to Old Problems. New York: Avon, 1973.
- Glover, L. How to Give Your Child a Good Start in Life. New York: Collier, 1962.
- Goodman, D. A Parents' Guide to the Emotional Needs of Children. New York: Hawthorne, 1967.
- Goodwin, T. G. Touch Me, Teach Me! Toronto: Williams-Wallace, 1981.
- Gordon, T. Parent Effectiveness Training. New York: Wyden, 1970.
- Gosciewski, F. W. Effective Child-Rearing: The Behaviourally Aware Parent. New York: Human Sciences Press, 1976.
- Graybard, P. S. Positive Parenthood: Solving Parent-Child Conflicts Through Behaviour Modification. New York: Plume, 1977.
- Harman, D., and Brim, O. G. Learning to be Parents: Principles, Programs and Methods. Beverley Hills, California: Sage, 1980.
- Heider, G. "What Makes a Good Parent?" Children 7 (1970): 207-212.
- Hoover, M. The Responsible Parent: Meeting the Reality of Parenthood Today. New York: Parents Magazine Press, 1972.
- Hymes, J. L. Children Under Six. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.
- James, M. What to Do with Them Now That You've Got Them. Menlo Park, California: Addison-Wesley, 1974.
- Jones, M. M. Guiding Your Child 2 to 5. New York: Harcourt, Brace, World, 1967.
- Kameran, S. B. Parenting in an Unresponsive Society: Managing Work and Family. New York: Free Press, 1980.

- Kohl, H. Growing with Your Children. Boston: Little, Brown, 1979.
- Knox, L. Parents Are People Too. Englewood Cliffs, New Jersey: Prentice-Hall, 1981.
- Le Masters, F. E. Parents in Modern America. Homewood, Illinois: Dorset Press, 1977.
- Lerman, S. Parent Awareness: Positive Parenting for the 1980s. Minneapolis, Minnesota: Winston, 1980.
- Le Shan, E. J. Natural Parenthood: Raising Your Child Without a Script. New York: New American Libraries, 1970.
- Levine, J. A. Who Will Raise the Children? New Options for Fathers and Mothers. Philadelphia: Lippincott, 1976.
- Levy, J. You and Your Toddler: Sharing the Developing Years. New York: Pantheon, 1980.
- Lukens, R. "Now That I'm a Parent How Do I Begin?" The PTA Magazine, October 1973, pp. 21-27.
- Markum, P. Parenting. Association for Childhood Education International, 1973.
- Marsden, C. K., and Marsden, C. H. Parent, Child, Discipline: A Positive Approach. Boston: Allyn and Bacon, 1972.
- Maxim, G. W. The Very Young: Guiding Children from Infancy Through the Early Years. Belmont, California: Wadsworth, 1980.
- Mitchell, G. The Day Care Book. New York: Stein and Day, 1979.
- Munnion, C., and Gredner, I., eds. The Open Home. London: Three Four Five Publishing, 1976.
- Naisser, F. Primer for Parents of Preschoolers. New York: Parents Magazine Press, 1972.
- Narramore, B. Help, I'm a Parent. Grand Rapids, Michigan: Zonderman, 1972.
- Norton, G. Parenting. Englewood Cliffs, New Jersey: Spectrum, 1977.

- Patterson, G. R. Living with Children: New Methods for Parents and Teachers. Champaign, Illinois: Research Press, 1976.
- Peairs, L., and Peairs, R. H. What Every Child Needs. New York: Harper and Row, 1974.
- Peck, E., and Granzig, W. The Parent Test: How to Measure and Develop Your Talent for Parenthood. New York: Putnam, 1978.
- Pomeranz, V. E., and Schultz, D. The First Five Years: A Relaxed Approach to Child Care. Garden City, New York: Doubleday, 1973.
- Salk, L. What Every Child Would Like His Parents to Know. New York: Warner Books, 1977.
- Schultz, J. B., ed. Parenting Today: A Teacher's Guide. Ames, Iowa: Iowa State University Press, 1984.
- Smith, H. W. Survival Handbook for Preschool Mothers. Chicago: Follett, 1978.
- Spock, B. Baby and Child Care. New York: Simon and Schuster, 1981.
- Talbot, N. B. Raising Children in Modern America. Boston: Little and Brown, 1976.
- Taylor, K. W. Parents and Children Learn Together. New York: Teachers' College Press, 1968.
- Todd, V. E., and Heffernan, H. The Years Before School: Guiding Pre-School Children. New York: Macmillan, 1964.
- Wagonseller, B.; Burnett, M.; Salzburg, B.; and Burnett, J. The Art of Parenting. Champaign, Illinois: Research Press, 1977.
- Wagonseller, B., and McDowall, R. L. You and Your Child: A Commonsense Approach to Successful Parenting. Illinois: Research Press, 1979.
- White, B. L. A Parent's Guide to the First Three Years. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.
- White, M. B. Sharing, Caring: The Art of Raising Kids in Two-Career Families. Englewood Cliffs, New Jersey: Prentice-Hall, 1982.

Young, L. Life Among the Giants: A Child's Eye View of the Grown Up World. New York: McGraw Hill, 1966.

Parent/Teacher Resources: Specific

Associations and Groups

The Alberta Federation of Home and School Associations
5801 37th Street, S.W.
Calgary, Alberta T3E 5M4

American Association for Elementary-Kindergarten-Nursery Education
1201 16th Street, N.W.
Washington, D.C. 20036

American Association for Gifted Children
15 Gramercy Park
New York, New York 10003

American Diagnostic Learning and Reading Center
2211 Broadway
New York, New York 10024

American National Red Cross
Lincoln, Nebraska 68501

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Association for Children and Adults with Learning Disabilities
4165 Library Road
Pittsburgh, Pennsylvania 15234

Association for Parent Education
Public Information Office
170 Thompson Street
New York, New York 10012

Bank Street College of Education
610 West 112 Street
New York, New York 10025

Canadian Alliance of Home Schoolers
195 Markville Road
Unionville, Ontario L3R 4V8

Canadian Association for Children with Learning Disabilities
323 Chapel Street
Ottawa, Ontario K1N 7Z2

Canadian Association of Toy Libraries
Suite 1207, 50 Quebec Avenue
Toronto, Ontario M6P 4B4

Canadian Association for Young Children
323 Chapel Hill
Ottawa, Ontario K1N 7Z2

Canadian Council of Children and Youth
323 Chapel Hill
Ottawa, Ontario K1N 7Z2

Canadian Institute of Child Health
Suite 803, 410 Laurier Avenue, W.
Ottawa, Ontario K1R 7T3

Canadian Toy Testing Council
P.O. Box 6014, Station J
Ottawa, Ontario K2A 1T1

Catholic Family Services Society
395 - 15th Avenue
Regina, Saskatchewan S4N 0V1

Center for Parent Education
55 Chapel Street
Newton, Massachusetts 02160

Center for the Study of Parent Involvement
5000 Manila Avenue
Oakland, California 94609

Child Development Associates Consortium, Inc.
Suite 601, 7315 Wisconsin Avenue, E.
Washington, D.C. 20014

Child Study Association of America
9E 89th Street
New York, New York 10028

Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

Children's Book Center
5th Floor
229 College Street
Toronto, Ontario M5T 1R4

The Children's Bureau
Office of Child Development
Office of Human Development
U.S. Department of Health Education and Welfare
Washington, D.C. 20201

The Council of Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Council for Exceptional Children in Canada
6450 Thorold Road
Niagara Falls, Ontario L2J 1B3

Day Care and Child Development Council of America, Inc.
1401 K. Street, N.W.
Washington, D.C. 20005

Educational Resources Information Center
Early Childhood Education (ERIC/ECE)
805 W. Pennsylvania Avenue
Urbana, Illinois 61801

Family and Community Support Services Association of Alberta
1175 - 124th Street
Edmonton, Alberta T5M 0L1

Family Service Association of America
44 East 23rd Street
New York, New York 10010

Family Service Association of Metropolitan Toronto
22 Wellesley Street, E.
Toronto, Ontario M4Y 1G3

Family Service Canada
55 Parkdale Avenue
Ottawa, Ontario K1Y 4G1

Fatherhood Project
Bank Street College of Education
610 W 112th Street
New York, New York 10025

Federation of Catholic Parent Teachers Association of Ontario
1096 Dublin Street
Sudbury, Ontario P3A 1R6

Florida International University
Childhood Education Division
International Center for the
Advanced Interdisciplinary Study of Childrearing
Tamiami Trail
Miami, Florida 33199

Future Homemakers of America
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Home Economics Educational Association
1201 Sixteenth Street N.W.
Washington, D.C. 20036

International Reading Association
800 Barkdale Road
Newark, Delaware 19711

Mothers Are People Too!
2250 Yates Court
Oakville, Ontario L6L 5K6

National Association for Autistic Children
169 Tampa Avenue
Albany, New York 12208

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

National Association for Gifted Children
8080 Spring Valley Drive
Cincinnati, Ohio 45236

National Association of Pre-School Playgroups
149 Fleet Street
London, England EC 4

National Center on Child Abuse and Neglect
U.S. Children's Bureau
P.C. Box 1182
Washington, D.C. 20013

National Center for the Prevention and Treatment of
Child Abuse and Neglect
1205 Oneida Street
Denver, Colorado 80220

National Coalition of Title 1/Chap. 1 Parents
National Parent Center, Suite 6
1314 14th Street, N.W.
Washington, D.C. 20005

National Committee for Prevention of Child Abuse
111 E. Wacker, Suite 510
Chicago, Illinois 60601

National Confederation of Parent-Teacher Associations
43 Stonebridge Road
Northfleet
Gravesend, Kent, England

National Conference on Parent Involvement
579 W. Iroquois
Pontiac, Michigan 48053

National Conference of Parent-Teacher Associations
1 White Avenue
Northfleet
Gravesend, Kent, England

National Congress of Parents and Teachers
700 N. Rush Street
Chicago, Illinois 60611

National Council of Family Relations
1219 University Avenue, S.E.
Minneapolis, Minnesota 55514

National Council of Homemaker Service
67 Irving Place
New York, New York 10003

National Council of Organizations for Children and Youth
1910 K Street, N.W.
Washington, D.C. 20006

National Education Association
Department of Elementary-Kindergarten-Nursery Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

National Forum of Catholic Organizations
National Catholic Education Association
1077 30th Street, N.W.
Washington, D.C. 20007

National Institute of Child Health and Human Development
Room 2A-49, Building 31
National Institute of Health
Bethesda, Maryland 20016

National Head Start Association
1707 15th Street, E.
Bradenton, Florida 33508

National Nutrition Consortium
9650 Rockville Pike
Bethesda, Maryland 20014

National School Volunteer Program, Inc.
720 Seventh Avenue
New York, New York 10019

Newfoundland Teachers' Association Primary Interest Council
3 Kenmount Road
St. John's, Newfoundland ALB 1WL

Office for Child Development
U.S. Department of Health Education and Welfare
400 Sixth Street, S.W.
Washington, D.C. 20013

OMEP (World Organization for Early Childhood Education)
U.S. National Committee for Early Childhood Education
81 Irving Place
New York, New York 10003

One Parent Families Association of Canada
2279 Yonge Street, Suite 17
Toronto, Ontario M4P 2C7

Ontario Association for Children with Learning Disabilities
1901 Yonge Street, Suite 504
Toronto, Ontario M4S 2Z3

Parent Cooperative Preschools International
P.O. Box 31335
Phoenix, Arizona 85046

Parental Stress Services--Parents Anonymous
P.O. Box 843
Burlington, Ontario L7R 3V7

Parenting Materials Information Center
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

Parents Anonymous
2810 Artesia Boulevard, Suite F
Redondo Beach, California 90278

Parents National Educational Union
3 Vandon Street
London, England SW1H 0AH

Parents Without Partners
7910 Woodmont Avenue, Suite 1000
Washington, D.C. 20014

Play Schools Association
120 W. 57th Street
New York, New York 10019

The Pre-School Playgroups Association
87A Borough High Street
London, England SE 1

Society for Research in Child Development
University of Chicago Press
Chicago, Illinois 60637

Toy Libraries Association
Seabrook House
Willyotts Manor
Darkes Lane, Potter's Bar
Hertfordshire, England EN 6 2HL

UNESCO Public Center
317 East 34th Street
New York, New York 10016

United States Department of Health Education and Welfare
Office of Child Development
Children's Bureau
Washington, D.C. 20201

United States National Committee for Early Childhood
Education
81 Irving Place
New York, New York 10003

The Vanier Institute of the Family
151 Slater Street, Suite 207
Ottawa, Ontario K1P 5H3

Fathers

- Biller, H., and Meredith, D. Father Power. New York: McKay, 1975.
- Colman, A., and Colman, L. Earth Father, Sky Father: The Changing Concept of Fathering. Englewood Cliffs, New Jersey: Prentice-Hall, 1981.
- Dodson, F. How to Father. New York: Signet Books, 1974.
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Content Option: Play

There are a number of reasons why parents need to have a greater awareness of play and its purposes. Firstly, play is a major learning tool of children. It is their way of exploring and discovering the world around them. Parents can facilitate play by providing certain environmental conditions (e.g., space, time, things, and sometimes someone to play with). Secondly, some parents are

unaware of the valuable learning which can result from play and the aspects of development it can facilitate. It is important that parents have a knowledge of such information, since the new kindergarten program in the province is play-oriented. Thirdly, parents can profit from knowing the kinds of play materials appropriate at various stages of development.

Finally, having information regarding sources of play materials and toys is important as well. A number of options exist to increase knowledge of the nature and purpose of play. For example, teachers may help parents form local playgroups; monthly toy-making sessions could be held at school; teachers could visit homes and demonstrate the use of toys; a toy-lending library could be set up; parent volunteers could construct a community playground; and teachers or parent volunteers could make up lists of appropriate toys, games, or activities to facilitate play. A number of general and specific resources concerning the topic of play follow. Teachers are advised to consult other relevant sections of Component Three for additional resources.

Parent/Teacher Resources: General

Arnold, A. Your Child's Play: How to Help Your Child Reap the Full Benefits of Creative Play. New York: Simon and Schuster, 1968.

Canadian Council of Children and Youth. All About Play: A Source Book for Planning Play Opportunities. Ottawa: Canadian Council of Child and Youth, 1980.

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Wittes, G., and Radin, N. Help Your Child to Learn Through Play Approaches. San Rafael, California: Dimensions, 1969.

Parent/Teacher Resources: Specific

Computer Programs and Manufacturers

Apple Computer
Children's Television Workshop
20525 Mariani Avenue
Cupertino, California 95014

Ernie's Quiz
Mix and Match
(two programs)

Educational Teaching Aids
159 W. Kinzie Street
Chicago, Illinois 60610

Run Robot Run
(one program)

Floppy Enterprises
716 E. Fillmore Avenue
Eau Claire, Wisconsin

Floppy Teaches How to Print
(one program)

The Learning Co.
4370 Alpine Road
Portola Valley, California 94025

Juggles Rainbow
(one program)

Spinnaker Software Corporation
215 First Street
Cambridge, Massachusetts 02142

Hey Diddle Diddle
Facemaker
Kinder Comp
(three programs)

Xerox Educational Products
245 Long Hill Road
Middletown, Connecticut 06457

The Stickybear
ABC
(one program)

Games

Anderson, V., and Bereiter, C. Thinking Games I. Belmont, California: Pitman Learning Corporation, 1980.

Arnold, A. World Book of Children's Games. New York: World, 1972.

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- Watts, H. How to Start Your Own Preschool Play Group. New York: University Books, 1973.
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Play Spaces

- Association for Childhood Education International. Play-
scapes. Washington, D.C.: Association for Child-
hood Education International, n.d.
- Adkins, P. D. A Priceless Playground for Exceptional
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- Bengtsson, A. Adventure Playgrounds. London, England:
Crosby Lockwood and Sons, 1972.
- Broad, L. P., and Butterworth, N. The Playground Handbook.
New York: St. Martin's Press, 1974.
- Children's Environments Advisory Service. Adventure Play-
ground Kit. Ottawa: Canada Mortgage and Housing
Corporation, 1977.
- . Playspaces for Preschoolers. Ottawa: Canada
Mortgage and Housing Corporation, 1978.
- . Creative Playground Information Kit. Ottawa:
Canada Mortgage and Housing Corporation, 1980.
- Children's Rooms and Play Yards. Menlo Park, California:
Lane Books, 1970.
- Ellison, G. Play Structures. Pasadena, California:
Pacific Oaks College, 1974.
- Hewes, J. J. Building Your Own Playground. San Francisco,
California: San Francisco Book, 1975.
- Hill, P. Children's Play in Public Housing Projects:
Living Space. Ottawa: Canada Mortgage and Housing
Corporation, 1974.
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Mortgage and Housing Corporation, 1978.
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MIT Press, 1974.
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Thames and Hudson, 1968.
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lines: A Research Document for Planning for Informal
Play Spaces Throughout the Community. Ottawa:
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Playthings and Toys

Alton, W. C. Toys That You Can Make. New York: Taplinger, 1972.

Burtt, K. G. Smart Toys: For Babies from Birth to Two.
New York: Harper Colophon Books, 1981.

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Hill, D. M. Mud, Sand, and Water. Washington, D.C.:
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Oakland Park, Illinois: Illinois Montessori Society,
n.d.

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California Peace Press, 1972.

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Children." Flint, Michigan: Mott Children's
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- Upchurch, B. Easy-To-Do Toys for Infants and Toddlers. Greensboro, North Carolina: The Infant Care Program, 1971.
- Woolco. Toys and Your Child. N.d. (Pamphlet.)

Toy Manufacturers

American Toy and Furniture Company Inc.
6130 - 32 N. Clark Street
Chicago, Illinois 60626

Aurora Products Corporation
Cherry Valley Road
West Hempsted, Nevada 11552

Block House
1107 Broadway
New York, New York 10010

Child Guidance
Division of Questor Educational Products
1055 Bronx River Avenue
Bronx, New York

Childcraft Educational Corporation
964 Third Avenue
New York, New York 10022

Coleco Industries Inc.
945 Asylum Avenue
Hartford, Connecticut 06105

Creative Ideas Company
5328 W. 142nd Place
Hawthorne, California 90250

Creative Playthings Inc.
Division of CBS
Princeton, New York 08540

Fisher-Price Toys Inc.
606 Girard Avenue
East Aurora, New York 14052

Hasbro Industries Inc.
1027 Newport Avenue
Pawtucket, Rhode Island 02862

Ideal Toy Company
200 Fifth Avenue
New York, New York 10010

Irwin Corporation
200 Fifth Avenue
New York, New York 10010

Lido Toy Inc.
175 Fifth Avenue
New York, New York

Master Woodcraft Inc.
First Avenue at 39th Street
Brooklyn, New York 11232

Mattel Inc.
5150 Rosecrans Avenue
Hawthorne, California

Playskool Manufacturing Company
Milton Bradley Company
3720 N. Kedzie Avenue
Chicago, Illinois 60618

Component Option: Stimulating
Children's Development

This section of the handbook presents a comprehensive

list of resources related to stimulating children's development, for if parents are to be encouraged to stimulate various aspects of young children's development, they must be provided with ideas and resources for doing so.

General sources of activities are listed, and specific sources of information and resources regarding particular aspects of child development are also included. Such resources can be used in a myriad of ways. For example, teachers or parents may use some of the sources to develop learning centers on various topics which could be borrowed by parents of young children in the community. Booklets with lists of activities centered on some topics could be prepared by various teachers on the staff (e.g., the music teacher could prepare a booklet of songs and fingerplays to use at home) and distributed to parents. A series of workshops could be set up on individual aspects of development (e.g., language and reading), demonstrating a variety of activities to facilitate growth. Parent-child sessions could be held at the school, where teachers could provide a range of activities for children to try and parents can be guided by teachers as they work and play with their child. The options are endless. In preparing any additional programming for parents related to this topic, teachers should refer to other sections of Component Three for additional resources.

Parent/Teacher Resources: General

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- Ahr, A. E., and Simons, B. Parent Handbook: Developing Your Children's Skills and Abilities at Home. Skokie, Illinois: Priority Innovation, 1968.
- Alford, R. D., ed. Home-Oriented Preschool Education Curriculum Planning Guide. Charleston, West Virginia: Appalachia Educational Laboratory, 1977.
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- Augustine, F. Creative Activities: Cognitive Development Materials for Teachers of Special Classes. Pittsburgh, Pennsylvania: Stanwix House, 1970.
- Badger, E. Infant/Toddler: Introducing Your Child to the Joy of Learning. New York: McGraw Hill, 1981.
- Bailey, R. A., and Burton, E. C. The Dynamic Self: Activities to Enhance Infant Development. St. Louis: Mosby, 1981.
- Barager, E. M. Teaching Ideas for Primary Classroom. Winnipeg, Manitoba: Gateway, 1978.
- Baratta-Lorton, M. Workjobs for Parents. Reading, Massachusetts: Addison-Wesley, 1975.
- Beck, J. How to Raise a Brighter Child: The Case for Early Learning. New York: Trident Press, 1967.
- Bell, T. H. Your Child's Intellect: A Guide to Home Based Preschool Education. Salt Lake City, Utah: Olympus, 1972.
- Active Parent Concern: A New Home Guide to Help Your Child Do Better. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.
- Belton, S., and Sparks, C. T. Activities to Help Children Learn at Home. Washington, D.C.: Human Service Press, 1972.

Berlinger, A., and Utterback, B. Kindergarten ABCs and 123s. Minneapolis: Denison, 1974.

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Braga, J., and Braga, L. Children and Adults: Activities for Growing Together. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

Brown, R. M. The 3 Rs in the Kindergarten Calendar. Minneapolis: Denison, 1974.

Cadwallader, S. Cooking Adventures for Kids. Boston: Houghton Mifflin, 1974.

Caldwell, B., et al. Home Teaching Activities. Little Rock, Arkansas: Center for Early Development in Education, 1972.

Champion, A., and Hamilton, V. Beginning Discovery: Learning Center Ideas for Early Childhood. California: Discovery Learning, 1973.

Cole, A., et al. I Saw a Purple Cow and 100 Other Recipes for Learning. Boston: Little Brown, 1972.

Collier, M.; Forte, I.; and MacKenzie, J. Kids Stuff: Nursery School and Kindergarten. Nashville, Tennessee: Incentive, 1969.

Collins, A. C.; Dawson, M. A., and Bamman, H. A. Alphabet Soup. Don Mills, Ontario: Addison Wesley, 1970.

Cooking and Eating with Children: A Way to Learn. Washington, D.C.: Association for Childhood Education International, 1974.

Croft, D., and Hess, R. D. An Activities Handbook for Teachers of Young Children. Boston: Houghlin Mifflin, 1972.

De Franco, E. B. Learning Activities for Preschool Children: A Home Teaching Handbook for Parents and Teachers. Salt Lake City, Utah: Olympus, 1978.

Dodge, D. T. Trainer's Guide to Art: A Creative Curriculum for Early Childhood. Washington, D.C.: Creative Associates, 1979.

- Dodge, D. T. Trainer's Guide to House Corner: A Creative Curriculum for Early Childhood. Washington, D.C.: Creative Associates, 1979.
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- Ferreira, M. The Mother-Child Cookbook. Menlo Park, California: Pacific Coast Publishing, 1969.
- Fleming, T. J., and Fleming, A. Developing Your Child's Creativity. New York: Association Press, 1970.
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- Lally, J. R., and Gordon, I. J. Learning Games for Infants and Toddlers: A Playtime Handbook. Syracuse, New York: New Reader's Press, 1977.
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- Marzollo, J. Supertot: Creative Learning Activities for Children One to Three and Sympathetic Advice for the Parents. New York: Harper and Row, 1977.
- May, B. T.S.K.H.: Tickle, Snuggle, Kiss, Hug: Exercises and Tricks for Parent-Child Fun. Ramsey, New Jersey: Paulist Press, 1978.
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- Miller, S. M. Bringing Learning Home: How Parents Can Play a More Active and Effective Role in Their Children's Education. New York: Harper and Row, 1981.
- Moss, A. C. Releasing Creative Potential: A Guide for Parents and Teachers. Utah: Brigham Young University Printing Service, 1972.
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- Nash, C. The Learning Environment: A Practical Approach to the Education of Three-Four-Five Year Olds. Toronto: Methuen, 1976.
- Nassau County Regional Office for Educational Planning. While You're At It: 200 Ways to Help Children Learn. Reston, Virginia: Reston, 1976.
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Art

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Language

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Music: Specific

(a) Fingerplays

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(b) Sources of Children's Records

A. A. Records Inc.
250 West 5th Street
New York, New York 10019

Children's Music Center Inc.
5373 W. Pico Boulevard
Los Angeles, California 90019

Children's Record Guild
27 Thompson Street
New York, New York 10013

Pathways of Sound Inc.
102 Mt. Auburn Street
Cambridge, Massachusetts 02138

Scholastic Records
906 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Sing 'N' Do Company Inc.
214 Goodwin Avenue
Modland Park, New York 07432

Reading: General

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Utah: Brigham Young University Press, 1982.

Reading: Specific

(a) Children's Book Clubs

Firefly Book Club
Reader's Digest Services
Pleasantville, New York 10570

Grow With Me Book Club
Garden City, New York 11530

I Can Read Book Club
1250 Fairwood Avenue
Columbus, Ohio 43216

Junior Literacy Guild
Garden City, New York 11530

Parents Magazine Read Aloud and Easy Reading Programs
Box 161
Bergenfield, New Jersey 07621

Scholastic Book Clubs
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Weekly Reader Children's Book Club
 1250 Fairwood Avenue
 Columbus, Ohio 43216

Xerox Paperback Book Clubs
 Box 1195
 Education Center
 Columbus, Ohio 43216

Young Readers Press, Inc.
 Simon and Schuster Co.
 1 West 39th Street
 New York, New York 10018

(b) Children's Books: Bibliographies

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Parents." The Reading Teacher 38 (1985):619-623.

Social Services Branch. "Good Books for a Good Start:
Choosing and Using Children's Books in Day Care."
Health and Welfare Canada, 1978.

(c) Children's Magazines and Publishers

Ahoy
P.O. Box 3380
Halifax South Post Office
Halifax, Nova Scotia B3J 3J1

Children's Better Health Institute
Benjamin Franklin Literary and Medical Society, Inc.
1100 Waterway Boulevard
P.O. Box 567
Indianapolis, Indiana 46206

Child Life
Children's Playmate Magazine
Humpty Dumpty Magazine
Jack and Jill
Turtle Magazine for Preschool Kids

Children's Digest
Children's Digest Subscription Office
Bergenfield, New Jersey 07621

Children's Television Workshop
200 Watt Street
P.O. Box 2924
Boulder, Colorado 80322

Sesame Street Magazine
The Electric Company Magazine

Crackers
123 Newmarket Road
Richmond Hill, Ontario L4C 3G5

G/C/T Publishing Company, Inc.
P.O. Box 66707
Mobile, Alabama 36660

Chart Your Course

Highlights for Children
2300 West 5th Avenue
Columbus, Ohio 43216

Scholastic, Inc.
P.O. Box 1977
Marion, Ohio 43305

Peanut Butter
WOW
Hot Dog

National Wildlife Federation
1412 16th Street, N.W.
Washington, D.C. 20036

Ranger Rick
Your Big Backyard

Open Court Publishing Company
P.O. Box 2670
Boulder, Colorado 80322

Cricket

Telepictures Publications, Inc.
475 Park Avenue, S.
New York, New York 10016

Muppet Magazine

Toronto Humane Society
11 River Street
Toronto, Ontario M5A 4C2

Fur and Feathers

Wee Wisdom
Unity Village
Mississippi 64065

Young Naturalist Foundation
59 Front Street, E.
Toronto, Ontario M5E 1B3

Chicadee
OWL

Xerox Educational Publications
1250 Fairwood Avenue
Columbus, Ohio 43216

Buddy's Weekly Reader
Weekly Reader Funday
My Weekly Reader Surprise

Physical: General

Barnes, J.; Astor, S. D.; and Tosi, U. Gymboree: Giving Your Child Physical, Mental, and Social Confidence Through Play. New York: Dolphin Books, 1981.

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Physical: Specific

(a) Health and Safety

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You Can Do in Your Home. New York: Avon, 1980.

(b) Nutrition

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Young Child. St. Louis, Missouri: Mosby, 1980.

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26-29.

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John Wiley and Sons, 1975.

Pantell, R. H.; Fries, J. F.; and Vickery, D. M. Taking
Care of Your Child: A Parent's Guide to Medical
Care. Reading, Massachusetts: Addison-Wesley, 1977.

Parent's Magazine. Mother's Encyclopedia and Everyday
Guide to Family Health. Rev. ed. New York: Dell,
1981.

Peavy, L. S., and Paginkopf, A. : Grow Healthy Kids! A
Parent's Guide to Sound Nutrition from Birth Through
Teens. New York: Grosset and Dunlap, 1980.

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Things to Eat. New York: School Book Service, 1975.

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Science and Math

Althouse, R. Science Experiences for Young Children: Air; Colors; Magnets; Water-Wheels; Food; How We Grow; Pets; Seeds; Senses. New York: Teachers' College Press, 1975.

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- Ames, L. B., and Gesell, F. L. Your Four Year Old, Wild and Wonderful. New York: Dell, 1976.
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- Riley, S. S. How to Generate Values in Young Children: Integrity, Individuality, Self-Confidence, and Wisdom. Los Angeles, California: New South, 1979.
- Rowan, B. Turning Into Your Child: Awareness Training for Parents. Atlanta, Georgia: Humanics, 1975.
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- Strang, R. "How the Child's Identity Grows." The PTA Magazine, October 1965, pp. 28-30.
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COMPONENT THREE: RESOURCES

Format Option: Audiovisual Media

Audiovisual media provide teachers with a number of options for informing and educating parents (e.g., films, filmstrips, transparencies, and videotapes). A number of possibilities exist for teachers in terms of the utilization of various forms of media in the development of new programs or the expansion and enrichment of existing ones. A particular filmstrip series, for example, could become a program in itself, with parents viewing filmstrips and discussing content shown. In other circumstances, various forms of media could possibly supplement a more involved program such as an extensive in-service session which might utilize films, videotapes, and transparencies. An additional option open to teachers is the development of their own media resources, since the content of commercially-produced material may not be relevant to their particular situation. Teachers could develop videotape or slide tape presentations on a number of topics, such as "The Developing Child," "The Kindergarten Program and Learning Centers," "Kindergarten--The Integrated Thematic Approach," and so on. Such presentations could be made available to parent-teacher associations or individual

parents who, because of work commitments, might like to view them when time is available at home.

Since audiovisual materials are fairly costly, the purchase and production of such materials should be coordinated through media personnel at the school district level. This would avoid duplication and encourage sharing of resources. District committees might be set up to produce resources with content appropriate for district-wide circulation.

A number of selected resources follow which can be used by teachers in the implementation of programming. Such resources can also serve as models for materials to be developed by teachers themselves.

Audio-Tape

Powers, D. An Evaluation of the New Approach Method.
Princeton, New Jersey: ERIC Document Reproduction Service, 1973.

Films

American Personnel and Guidance Association
Film Department
1007 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Being An Effective Parent

Bank Street Films
267 West 25 Street
New York, New York

Home-School Interaction
One Family, One Home Visitor, and Learning
The Adult as Enabler: When, Who, and How

Center for Audio-Visual Education
 Faculty of Education
 Memorial University of Newfoundland
 St. John's, Newfoundland

Blocks
 Childhood: The Enchanted Years
 Conference Time for Parent/Teacher
 Kids Today
 Let's Visit Kindergarten
 Personality and Emotion
 Physical Development of Children
 Play is the Work of Children
 Talk, Talk, Talk
 The Growing Child
 The Growing Mind

Concept Media
 P.O. Box 19542
 Irwne, California 92714

First Two and a Half Years
 Two and a Half to Six Years

Clouse, K. L.
 Instructional Materials
 Felton, California

Who Me? Teach Reading?

Davidson Films
 3701 Buchanan Street
 San Francisco, California 94123

Growth of Intelligence: Preschool Years
 In the Beginning: The Process of Development
 Nurturing

Diffor, J. C., and Diffor, E. N., eds.
Educator's Guide to Free Films
 Educational Programs Service, Inc., 1984
 Randolph, Wisconsin

A Good Start
 Barnyard Snacker
 Food as Children See It
 Kindergarten Is a Very Special Year
 Parenting: Emotional Development
 Parents: Do You Know What Your Kids Are Doing?
 School Bus Safety
 and others

Division of Instruction
Instructional Materials Section
Film Catalogue and Supplement (1983-84)
Department of Education
St. John's, Newfoundland

A Child's World
A Is For Alphabet
Building on What Children Know
Children Are People
First Friends
Learning Is My Job
School and Community

Encyclopedia Britannica Films
425 North Michigan Avenue
Chicago, Illinois 60611

Answering the Child's Why

Filmfair Communications
10820 Ventura Boulevard
Studio City, California 91604

Parenting--Growing With Children

Filmmaker's Library
290 W. End Avenue
New York, New York 10023

Out of the Mouths of Babies: The Acquisition of
Language

Extension Services Media Unit
Media Catalogue (1983)
Extension Service
Memorial University of Newfoundland
St. John's, Newfoundland

Boxes
Cylinders
Floats
Good Books for Children
Kindergym
Play Clay
Play Space
Problems of Young Children
Tools for Toymaking
Toying with Reality
Your Child and You

Graphic Curriculum
P.O. Box 565
Lenox Hill Station
New York, New York 10021

The Importance of Mothers

Harper and Row Films
10 East 53rd Street
New York, New York 10022

Development of the Child: Infancy

High/Scope Educational Research Foundation
600 N. River
Ypsilanti, Michigan 48197

A Special Kind of Mother
Cans: Toys for Learning
Opportunities for Learning
Responsiveness to Baby's Actions

International Film Bureau
3225 Michigan Avenue
Chicago, Illinois 60604

Fears of Children

Marlin Motion Pictures
47 Lakeshore Road E.
Mississauga, Ontario L5G 1C9

Child's Play and the Real World

McGraw Hill Films
110/15th Street
Delmar, California 10020

Anxieties of Children
Beginnings of Conscience
Child At Play
Children's Emotions
Children's Fantasies
Children's Play
Cognitive Development
Development of Individual Difference
Principles of Development
Shyness
The Aggressive Child

Modern Talking Picture Service
5000 Park Street, N.
St. Petersburg, Florida 33709

Abbey's First Two Years
Aides Make the Difference
Beginnings
A Chance at the Beginning
Four and Five Year Olds in School
Parents Are Teachers Too
Talking Together
and others

National Audio-Visual Center
National Archives and Record Service
Washington, D.C. 20409

Parent and Child Center Series

National Film Board of Canada
Film and Video Catalogue 1984-85
Pleasantville, St. John's, Newfoundland

Alphabet
Child Series: Parents 1-5
The First Two Months to Six Years
Kids at Play
The Serious Business of Play
The World of Three
and others

New York University Film Library
26 Washington Place
New York 10003

How Babies Learn
Learning to Learn in Infancy
Maternal Deprivation in Young Children
Patterns for Parenting

Orlin, L. E.
Media Review Digest
The Pierson Press, 1983
Ann Arbor, Michigan

Child Development: Observational Studies of
Individual Children Series
The Children's Growing Up Series

Parents' Magazine Films
52 Vanderbilt Avenue
New York, New York 10017

Bringing Up Children Series
Everyday Problem of Young Children
I Feel: Angry
I Feel: Scared
Mothers and Fathers
Parent Involvement: A Program for Teachers and
Educators

Polymorph Films
331 Newbury Street
Boston, Massachusetts 02115

Adapting to Parenthood
Call Me Momma

Research Press Films
Box 3177E
Chicago, Illinois 61820

Parents and Children
Positive Approach to Child Management

Time-Life Films, Inc.
1271 Avenue of the Americas
New York, New York 10020

How Do Children Think
Sensorimotor Development
Springs of Learning

Toy Manufacturers of America
200 Fifth Avenue
New York, New York 10010

Play Is Child's Work

University of Toronto Press
63A St. George Street
Toronto, Ontario M5S 1A6

The Adult's Role in Play
Pliable Materials

Filmstrips

American Education Week
 P.O. Box 327
 Hyattsville, Maryland

How to Get Your Child to Listen
 How to Listen to Your Child

Campus Film Productions
 20 East 46th Street
 New York, New York 10036

Blockbuilding

J. C. Penney
 Education and Consumer Relations
 1301 Avenue of the Americas
 New York, New York 10019

Parents: Fathers, Mothers, and Others
 Safe-Toy Environments

Parents' Magazine Films
 52 Vanderbilt Avenue
 New York, New York 10017

Bring Up Children Series
 Child Development and Child Health Series
 Developing Creative Thinking in Your Child Series
 The Effective Parent Series
 The Parent Involvement Series
 Understanding Early Childhood Series
 Understanding Parenting Series

Kits

Teaching Resources Corporation
 100 Boylston Street
 Boston, Massachusetts 02116

Touch and Match Textures

The Educator's Workshop
 The Children's Television Workshop
 New York, New York

Sesame Street Learning Kit
 (Note: deals with letters, numbers, shapes.)

Packaged Programs

D'Angelli, J. F., and Weener, J. M.
 Philadelphia Humanistic Center
 8504 Germantown Avenue
 Philadelphia, Pennsylvania 19118

Communicating and Parenting Skills (CAPS)

Dinkmeyer, D., and McKay, G.
 American Guidance Service
 Circle Pines, Minnesota 55014

Systematic Training for Effective Parenting (STEP)

Gordon, T. G.
 Effectiveness Training
 531 Stevens Avenue
 Solana Beach, California 92075

Parent Effectiveness Training

Marlin, K.
 Practical Parent Publications
 Box 18
 Columbus, Missouri 65201

Practical Parenting

Narramore, B.
 Zondervan Publishing House
 Grand Rapids, Michigan 49506

Help, I'm a Parent

Radio

Young, W. "Community Communication: Parent Education Radio Program." Canadian Journal of Educational Communication 11 (n.d.):13-16. (Mimeo graphed.)

Slide Tape Presentation

Partington, H. M. "This Is Our School." In Parents and the School: Thirty-Sixth Yearbook. Edited by Department of Elementary School Principals. Washington, D.C.: National Education Association, 1957.

Television

Coan, D. L. Television for Effective Parenthood: Parent Education Needs: A National Assessment Study. Charleston, West Virginia: ERIC Document Reproduction Service, ED 132 972, 1976.

Dusewicz, R. A., and Coller, A. R. An Evaluation of the Kentucky Picture-Pages Program. Kentucky: ERIC Document Reproduction Service, ED 151 081, 1978.

Gotts, E. E. "Long-Term Effects of a Home-Oriented Preschool Program." Childhood Education 56 (1980): 228-229.

Heartwell, J. "Parents Reached by the Stars." Access Magazine, September 1981, 11-12. (Note: Contains information on Footsteps TV series, developed in the United States, and The Parent Puzzle series, developed in Alberta.)

Transparencies

Co-ed/Forecast for Home Economics
50 West 44th Street
New York, New York 10036

Development of Young Children
Growing Patterns in Children

3M Company
Educational Services
3M Center
St. Paul, Minnesota 55101
Grand Development Patterns
Mothering

Lansford Publishers
San Jose, California 95125
Child Growth and Development

Video

Evans, J., and Taylor, R. E. "Use of Videotape with Parent Education." American Annals of the Deaf 125 (1980): 711-713.

Format Option: Print

Print materials provide teachers with additional resources which can be utilized in parent education and involvement programs. Pamphlets, leaflets, brochures, and handbooks are excellent sources of supplementary information for discussion groups, workshops, conferencing or counseling sessions, since they can elaborate upon and reinforce points covered. Additionally, they can serve as a permanent source of reference in the home long after more direct forms of in-service such as workshops have been completed. Such material can also provide teachers with guidance as they develop their own print materials.

Periodical literature and newsletters are an excellent source of current information regarding parenting and a multitude of topics concerning children and their development. Teachers have a number of options open to them in terms of the use of such materials. The school librarian could be asked to set up a file of such material in the school library. A bibliography of sources could be prepared and distributed to parents, so that they would be aware of the resources and could borrow pertinent ones from time to time. Teachers may form discussion groups to review and comment upon selected readings. The regular study-discussion section contained in The PTA Magazine provides appropriate content for such purposes. The remainder of this section of Component Three contains

selected information on and sources of print materials.

Brochures, Leaflets, and Pamphlets

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Early Childhood: Crucial Years for Learning
Kindergarten Portfolio
(14 leaflets)

Bureau of Publications
Columbia University
New York, New York 10027

Being a Good Parent

Canadian Mental Health Association
2160 Yonge Street
Toronto, Ontario M4S 2Z3

Feelings and Your Child Series
(12 pamphlets)

Department of Health
St. John's, Newfoundland

Ready for School
Enjoy Your Baby Series

International Reading Association
P.O. Box 8139
800 Barksdale Road
Newark, Delaware

You Can Encourage Your Child to Read
Your Home Is Your Child's First School
and others

National Institute of Mental Health
5600 Fishers' Lane
Rockville, Maryland 20852

When Your Child First Goes to School

Newfoundland Teachers' Association
 3 Kenmount Road
 St. John's, Newfoundland A1B 1W1

Child's Play Is Serious
 Parents Are Teachers Too
 Those First School Days

The Master Teacher
 Leadership Lane
 P.O. Box 1207
 Manhatt, Kansas 66502

Reading Is the No. One Skill
 Schools Are Doing Better
 and others

Public Affairs Pamphlets
 381 Park Avenue, S.
 New York, New York 10016

Enjoy Your Child, Ages 1, 2, and 3
 The Shy Child
 Your Child and His Reading
 and others

Southwest Educational Development Laboratory
 211E 7th Street
 Austin, Texas

Children Learn by Watching and Helping
 Help Your Child Cope with Trust
 Practice What You Teach
 Praise Your Child
 Pay Attention to Your Child
 Read to Your Child

Handbooks

Conception Bay Center Integrated School Board. The Kindergarten Handbook: Book 1. 1985.

Conyers, J. G. "Warm Up to a Hot Homework Handbook." Early Years/K-8, December 1984, pp. 46-49.

Goulds Elementary School. Kindergarten: An Approach. Goulds, Newfoundland, 1979-80.

Lazarus, S. Parenthood Handbook Project. Bloomington, Indiana: Social Studies Development Center, n.d.

Lewis, A. C. Your Child from Home to School: A Handbook for Parents Whose Child Is Entering School. Washington, D.C.: National Association of Elementary School Principals and National School Public Relations Association, 1972.

Working Committee Responsible for the Development and In-Service of the Preschool Parent Resource Package. Preschool Parent Resource Package. St. John's, Newfoundland: Department of Education, 1985.

Newsletters

Allgaier, J. F. A Brief Guide to Newsletters in Early Childhood Education. Urbana, Illinois: ERIC Document Reproduction Service, ED 048 937, 1971.

Day Care/Early Education Newsletter
Behavioural Publications
72 Fifth Avenue
New York, New York 10011

Center for Parent Education Newsletter
55 Chapel Street
Newton, Massachusetts 02160

Education for Parenthood Exchange
W. Stanley Kruger
400 Maryland Avenue, S.W.
Washington, D.C. 20202

ERIC/ECE Newsletter
College of Education
University of Illinois
Urbana, Illinois 61801

Gifted Children's Newsletter
P.O. Box 115
Sewell, New Jersey 08080

Harms, T. O., and Cryer, D. "Parent Newsletter: A New Format." Young Children 33 (1978):28-32

Headstart Newsletter
U.S. Department of Health and Human Services
Washington, D.C. 20201

Living with Young Learners
Cooperative Extension
U.S. Department of Agriculture
Roberts Hall, Cornell University
Ithaca, New York 14853

News for Parents from the International Reading Association
P.O. Box 8139
800 Barksdale Road
Newark, Delaware 19711

Newsletter of Parenting
Highlights for Children, Inc.
803 Church Street
Honesdale, Pennsylvania 18431

Parent Child Center Newsletter
55 Wheeler Street
Cambridge, Massachusetts 02138

Parenthood Education Report
P.O. Box 81
Peabody College
Nashville, Tennessee 37203

Practical Parenting Newsletter
Meadowbrook Press, Inc.
1813 Minnetonka Boulevard
Deephaven, Minnesota 55391

Sesame Street Parents' Newsletter
The Children's Television Workshop
1 Lincoln Plaza
New York, New York 10023

Periodicals, Journals, and Magazines

Child Care Quarterly
Behavioural Publications
2852 Broadway
New York, New York

Child Development
University of Chicago Press for the
Society for Research in Child Development
University of Chicago Press
5750 Ellis Avenue
Chicago, Illinois 60637

Child Education
Scholastic Publishers (Mag.) Ltd.
9 Parade, Leamington Spa
Warwickshire, England CB32 4DG

Child Focus
P.O. Box 67, Station F
Toronto, Ontario M4Y 2L4

Child Study Journal
State University College
1300 Elenwood Avenue
Buffalo, New York 14222

Childhood Education
Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Children/Children Today
Children's Bureau
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Children's World
Incorporated Children's House
P.O. Box 111
Caldwell, New Jersey 07006

Day Care/Early Childhood Education
72 Fifth Avenue
New York, New York 10011

Early Years
P.O. Box 1223
Darien, Connecticut 06820

Exceptional Parent Magazine
296 Boylston Street
Boston, Massachusetts 02116

Family Circle
488 Madison Avenue
New York, New York 10022

The Family Coordinator
National Council of Family Relations
1219 University Avenue, S.E.
Minneapolis, Minnesota 55414

Family Learning
19 Davis Drive
Belmont, California 94002

Family Life
American Institute of Family Relations
Los Angeles, California

First Teacher
P.O. Box 1308-T
Fort Lee, New Jersey 07024

Good Housekeeping
Hearst Corporation
959 Eighth Avenue
P.O. Box 517
New York, New York 10019

Instructor
7 Bant Street
Dansville, New York 04437

Idea Exchange/Parental Involvement
Janice Ryan
800 Silver Avenue
Greensboro, North Carolina 27403

Journal of Marriage and the Family
National Council on Family Relations
1219 University Avenue, S.E.
Minneapolis, Minnesota 55414

Learning Magazine
530 University Avenue
Palo Alto, California 94301

Parents' Choice
P.O. Box 185
Walsan, Massachusetts 02168

Parents' Resources
P.O. Box 107, Planetarium Station
New York, New York 10024

Partners in Parenting
Family Focus, Inc.
2300 Green Bay Road
Evanston, Illinois 60201

The PTA Magazine
700 N. Rust Street
Chicago, Illinois 60611

Teacher
7 Bedford Street
Stanford, Connecticut 06901

Today's Child
92A Nassau Street
Princeton, New Jersey 08540

Totline
Warren Publishing House
P.O. Box 2255
Everett, Washington 98203

Woman's Day
CBS Publications
1515 Broadway
New York, New York 10036

Young Children
National Association for the Education of Young Children
1834 Connect Avenue
Washington, D.C. 20009

Format Option: Parent Education Programs

Programs designed to educate parents take many forms and utilize a number of techniques. The possibilities include comprehensive programs, credit and non-credit parent education courses, counseling and conferencing sessions, parent resource centers, and so on. Essentially, the varied formats provide opportunity to meet diverse needs. In extending existing parent education and involvement programs, it is important that teachers are aware of the options which exist, so that programs will be suited to the individuals for whom they have been developed. Thus, the goal of this particular section of Component Three is to provide directed access to a range of program options, so that teachers may be able to

diversify their approaches and expand the kind of services offered to parents. A selection of general and specific sources of information related to parent education follows.

Teacher Resources--General

Abidin, R. R. Parent Education and Interaction Handbook. Springfield, Illinois: Charles C. Thomas, 1980.

Arnold, E. L., ed. Helping Parents Help Their Children. New York: Brunner/Mazel, 1978.

Becker, W. C. Parents Are Teachers: A Child Management Program. Champaign, Illinois: Research Press, 1971.

Boger, C. N., and Brown, A. W. "Mothers Learn to Teach Their Own Children." Phi Delta Kappan 58 (1977): 500-501.

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Cansler, D. Programs for Parents of Preschoolers. Winston-Salem, North Carolina: Kaplan, 1978.

Carta, E. Education for School-Age Parenting: Final Report. Norwalk, Connecticut: ERIC Document Reproduction Service, ED 138 716, 1976.

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Charnley, L., and Myre, G. "Parent-Infant Education." Children Today 6 (1977):18-21.

Clark-Hall, M. Responsive Parent Training Manual. Lawrence, Kansas: H. & H. Enterprises, 1976.

Davis, E. A., and McGinnis, E. Parent Education. Minnesota: The University of Minnesota Press, 1939.

Dinkmeyer, D., and McKay, G. D. Systematic Training for Effective Parenting. Circle Pines, Minnesota: American Guidance Service, 1976.

Edmonton Social Planning Council. Parent Education Programs and Support Services in Edmonton: Report. Edmonton, [1982].

Enix, C. A. "Parent Education: Problems and Potential." Master's thesis, Pacific Lutheran University, 1981.

Fine, M. J., ed. Handbook on Parent Education. Toronto: Academic Press, 1980.

Fraser, J. G., ed. The Puzzle of Parenting: How to Fit It Together. A Leadership Manual for Conducting Parent Programs in Early Childhood Development. Columbia, South Carolina: South Carolina Department of Parent Education, 1977.

Goodson, B. D., and Hess, R. D. Parents as Teachers of Young Children: An Evaluation Review of Some Contemporary Programs. Washington, D.C.: ERIC Document Reproduction Service, ED 136 967, 1975.

Gordon, I. J. Early Stimulation Through Parent Education. Gainesville, Florida: Institute for the Development of Human Resources, 1969.

. Reaching Young Children Through Parent Education. Childhood Education 46 (1970):247-249.

. Dos and Donts of Parent Education. Gainesville, Florida: Institute for the Development of Human Resources, 1972.

Gordon, T. Parent Effectiveness Training. Solana Beach, California: Effectiveness Training, 1975.

Greensburg, P. "Seminars in Parenting Preschoolers." In Early Childhood Education: It's an Art? It's a Science. Edited by J. D. Andrews. Washington, D.C.: National Association for the Education of Young Children, 1976.

Grim, J. Training Parents to Teach: Four Models. Chapel Hill, North Carolina: TADS, 1974.

Guerney, L. F. Parenting: A Skills Training Manual. Pennsylvania: Institute for the Development of Emotional Life Skills, 1980.

Hall, M. C. The Responsive Parent Program. Lawrence, Kansas: H. & H. Enterprises, 1978.

Health Promotion Directorate. Guidebook on Parent Education, Research in Saskatchewan. Saskatchewan, 1979.

Honig, A. S. Parent Involvement in Early Childhood Education. Washington, D.C.: National Association for the Education of Young Children, 1975.

Institute of Family Home Education. Brushing Up on Parenthood. Provo, Utah: Institute of Family Home Education, 1974.

Karnes, M. B.; Zehrnbach, N. K.; Teska, J. A. "A New Professional Role in Early Childhood Education." Interchange 2 (1971):89-105.

Kohl, H. Growing With Your Child. Boston: Little Brown, 1978.

Lally, J. R. The Family Development Research Program: A Program for Prenatal, Infant, and Early Childhood Enrichment: Progress Report. Washington, D.C.: Office of Childhood Development, Department of Health Education and Welfare, 1974.

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Lerman, S. Parent Awareness Training: Positive Parenting for the 1980s. New York: A. & W., 1980.

Levant, R. F., and Doyle, G. F. "An Evaluation of a Parent Education Program for Fathers of School-Age Children." Family Relations 32 (1983):29-37.

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- Reschly, B. Support the Changing Family: A Guide to the Parent-to-Parent Model. Ypsilanti, Michigan: High/Scope, 1979.
- Rettig, E. B., and Paulson, T. L. ABC's for Parents: An Education Workshop in Behavior Modification. Chicago: Research Press, 1973.
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19 (1974):714-723.

Teacher Resources: Specific

Centers

Alberta Education/Alberta Social Services and Community Health. "Resources for Parents Promoted." ECS Program Highlights, May-June 1982, pp. 1-4.

Beebe, M. K. "Teachers and Parents Together in an Innovative Early Education Program." Today's Education, September-October 1976, pp. 295-297.

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Keliher, A. V. "Parent and Child Centers: What Are They, Where Are They Going?" Children, March-April 1969, pp. 63-66.

Office of Child Development. Parent and Child Centers: A Guide for the Development of Parent and Child Centers. Washington, D.C.: Department of Health Education and Welfare, 1968.

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Primary Teachers' Council. "Parent Drop-In Center." Primary Colors 2 (1981):8.

Sullivan, E. "Parent Drop-In Center." Teacher 98 (1980): 46.

Child Observation

De Franco, E. B. "What Can We, as Parents, Do to Strengthen the Partnership Between Family and School?" The PTA Magazine, September 1973, pp. 8-9.

Comprehensive Programs

Badger, E. "A Mother's Training Program: A Sequel Article." Children Today 1 (1972):7-36.

Collins, R. C. "Home Start and Its Implications for Family Policy." Children Today 9 (1980):12-16.

Curry, L. J., and Rood, L. A. Head Start Handbook. Washington, D.C.: Gryphon House, 1975.

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Conferencing

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Counseling/Consultation

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Alberta Correspondence School
Alberta Education
11160 Jasper Avenue, 10th Floor
Edmonton, Alberta T5K 0L2

Correspondence Branch
Department of Education
Room 311, 1181 Port Avenue
Winnipeg, Manitoba R3G 0T3

Correspondence Branch
Ministry of Education
255 Queen's Avenue
Victoria, British Columbia V8T 4W8

Correspondence Courses
909 Yonge Street
Toronto, Ontario M4W 3G2

New Brunswick Community College Correspondence School
Department of Education
P.O. Box 6000
Fredericton, New Brunswick E3B 5H1

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Format Option: Parent Involvement Programs

Parents need greater knowledge and awareness regarding childrearing, child development, and other topics related to parenting. Opportunities for ongoing association and interaction between parents and teachers are also vital, so that parents are not only informed as to what happens when their child finally goes to school, but they actually become a part of all that takes place. There are a number of options open to parents in this regard (e.g., parent advisory and advocacy groups, parent-teacher associations, and parent volunteer committees). Parents can fulfill a number of roles which can foster and facilitate their children's progress as well as support and

sustain the work of the school. The options include setting up parent advisory committees to offer advice on curriculum development and parent volunteer committees to perform assorted functions, such as supervising field trips, assisting in learning centers, making instructional games and learning packages, writing a parents' newsletter, or setting up and running a parent resource center.

Teachers can be catalysts to such parental activity; therefore, the final section of Component Three presents a number of general and specific sources of information so that teachers' capacity to enhance and expand parental involvement will be increased.

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Parents' Night

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Parent/Teacher Home and School Groups

Canadian Home and School and Parent-Teacher Federation Inc.
1262 Don Mills Road, Suite 11
Don Mills, Ontario M3B 2W7

Alberta Regional Office
1916 2nd Street, S.W.
Calgary, Alberta T2S 1S3

British Columbia Regional Office
774 Columbia Street
New Westminster, British Columbia V3M 1B5

Manitoba Regional Office
1777 Grant Avenue
Winnipeg, Manitoba R3N 0M9

New Brunswick Regional Office
87 Winter Avenue
Moncton, New Brunswick E1C 5X3

Nova Scotia Regional Office
P.O. Box 337
Truro, Nova Scotia B2N 5C5

Ontario Regional Office
252 Bloor Street West, Suite 750
Toronto, Ontario M5S 1V5

Prince Edward Island Regional Office
P.O. Box 1012
Charlottetown, Prince Edward Island C1A 7M4

Quebec Regional Office
4795 St. Catherine Street, W.
Montreal, Quebec H3Z 1S8

Saskatchewan Regional Office
741 Confederation Drive
Saskatoon, Saskatchewan S7L 4W2

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700 North Rust Street
Chicago, Illinois 60611

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CONCLUSION

The research conducted in the process of developing Options: A Program for In-Servicing Parents of Pre-Kindergarten Children pointed to the need for expanding the range of programs to inform, support, educate, and involve parents in Newfoundland and Labrador. Unless teachers, schools, school boards, and other agencies in the community become committed to the idea of expanding such services and programs, the opportunities for children in the province "to achieve their fullest development both as individuals and as members of society" (Crocker and Riggs 1979:25) will be severely limited. Widmer presents an appropriate closing comment:

Only when our community reflects enlightened concern and care for all children, based on an understanding of their special childhood needs and the critical importance of quality environment, will our times have begun to earn the title "The Century of the Child." (Widmer 1975:Cover).

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APPENDIX J.1
OUTLINE OF IN-SERVICE PROGRAM

OUTLINE OF IN-SERVICE PROGRAM

Introduction

This section of the handbook contains a description of the procedures to be followed in preparing for and implementing the orientation in-service for parents of pre-kindergarten children. It outlines in detail the content and format of the workshop. An evaluation form and sample Parent Orientation Handbook have also been included. The orientation in-service is entitled "Getting Ready: That's What Kindergarten Is All About." Teachers are reminded that this is a sample in-service and as such may be changed or adapted to suit the particular needs of individual teachers. Additionally, the program serves as a model upon which other in-service sessions may be based.

Planning the In-Service

This is an important phase in providing in-service education for parents. Goals and objectives must be decided upon, content and format of presentation selected, and so on. In accomplishing this task, teachers are referred to the program planning sheet contained in Appendix J.2. This form is provided to facilitate planning. A sample completed form regarding the orientation in-service is also included. A planning sheet should be completed for all direct or indirect in-service programming that teachers may provide.

Concerns

In the initial stages of planning there are a number of things to be concerned about: (1) making parents aware of the program; (2) ensuring attendance; and (3) the availability of resources.

Once decisions have been made about timing, content, and format, teachers must take extensive measures to ensure the attendance of all parents. A number of options are open to teachers. The following procedure is suggested:

Send a letter of invitation to parent containing information pertinent to the in-service (Appendix J.3) about two weeks before the session is to be held. During that same interval of time, utilize the public media (e.g., radio, local newspapers) to advertise the in-service program. A week before the session, telephone each parent to confirm attendance. Send a copy of the program agenda (Appendix J.4) to each parent. Additional options include making home visits to explain the program, putting notices on community bulletin boards, having announcements made at church services.

A second concern is facilitating attendance at the in-service program. Teachers may do this by arranging for older students in the school to provide childcare service and by having the regular school bus pick up parents if they have transportation difficulties. Teachers

might also have to be flexible with regard to timing, so that allowances can be made for parental work commitments. Teachers might also offer an incentive for attending, such as a door prize of a child's toy or book.

The availability of resources is a third concern. Teachers should assemble all resources a week before the session; however, teachers may need to order print materials, such as pamphlets, much earlier in the year and thus have them on hand at the time of in-service. Resource people must also be contacted and their attendance confirmed.

Implementing the In-Service

Once all preliminary planning is completed, the in-service can be implemented.

A day before the presentation of the in-service, teachers should doublecheck to see that all resources are available. The kindergarten room should be arranged and appropriate displays set up (e.g., display of educational toys, display of current curriculum materials, display of children's books and magazines, displays of children's work.

On the day of in-service, teachers should greet each parent informally before the start of the program. This is done to break the ice and put parents at ease so they can more fully enjoy and profit from the in-service.

The Program

Prior to the beginning of the program, circulate again a copy of the agenda (Appendix J.4). Ask parents to be seated, and begin the workshop.

Introduction/Welcome

Parents are welcomed to the workshop. Individuals participating in the workshop are introduced. An overview of the day's activities is given.

Presentation

The local Public Health Nurse does a presentation, stressing the importance of:

- (1) Having each child participate in the preschool medical
- (2) Having regular immunizations
- (3) Having regular vision, hearing, and dental checkups
- (4) Providing adequate nutrition
- (5) Ensuring adequate rest and relaxation

Literature is also distributed following the presentation, and parents are encouraged to voice concerns.

As adequate nutrition and good general health are extremely important to a child's performance in school, this session serves to stress the point.

Simulation Activity

The simulation activity is called "What's It Like to Be in Kindergarten?" and it serves to heighten parents'

awareness of the need for their involvement in their child's education.

This session includes simulation activities in which parents can participate and realistically project themselves into the role of a kindergarten child. The basic aim of this session of the workshop is to highlight the importance of varied experiences at home as an excellent preparation for kindergarten.

Activity One

This activity centers around the child's recognition of his/her name and its use in a Helper's Chart.

Prior to the beginning of the workshop, all parents' names are coded, using a modified alphabet code (Appendix J.5) and then printed on index cards. On the back of the card, their name is printed in regular alphabetic writing. The names are then placed on the floor and covered. Parents are then told they are going to play a game. They must find their name, and by referring to the Helper's Chart see what job they will be doing to help the teacher that particular day.

Once the names are uncovered, all parents begin experiencing difficulty in reading this "unfamiliar" code and may in some instances become very frustrated.

At this point, the teacher tells the parents to flip their cards over, and they will find their names written in the regular symbols. Once parents can decipher the code

they will be able to easily identify the task they have been given as teacher's helper.

Through this actual kindergarten activity, parents readily see the need for some exposure to letter and print, not that children need to know all their letters before coming to school but that they have at least been exposed to them, so that the symbols are not totally unfamiliar.

Activity Two

Activity Two revolves around the familiar "Show and Tell" ritual.

Prior to the workshop, the teacher gathers four to five objects, such as a plastic soldier, a toy boat, a teddy bear, and the like, and places them in a covered box.

During the session, individual parents are asked to come to the front of the room, select one of the objects, and tell the group about it.

Many parents may find this activity quite difficult. They may experience feelings of embarrassment and shyness. They may not be able to think of much to say about each item. The teacher should point out that it is an equally difficult task for a five-year-old child to get up in front of a group and to verbalize his/her thoughts about a particular thing when there has never been any practice related to doing such a thing.

The idea of talking to children and helping them to

expand and increase their awareness of their surroundings should be discussed, as well as the idea of practicing the communication of their thoughts and impressions.

The teacher should suggest playing the game at home with their children and should encourage parents to have children look at various aspects of things, such as size, shape, color, texture, use, etc.

Through this kindergarten activity, parents can see the importance of oral language development in the home and how it could help a child at school.

Activity Three

This activity centers around the introduction of an initial sight vocabulary of four color words.

Prior to the workshop, charts and worksheets should be prepared, using a modified alphabet code (Appendix J.5).

Parents should be given accelerated instruction in the recognition of the color words. They should, however, be cautioned that the accelerated method of teaching used with them is not the procedure used in a true kindergarten setting. Many of the activities are similar, but much more time is used to develop the concepts.

Following instruction, a worksheet should be distributed and completed by the parents. Each parent should be given a star for his/her effort.

Parents may experience difficulty completing the task, and they become more aware of the importance of preschool experiences with color and print.

Activity Four

Although it is difficult to simulate psychomotor activity since adults have fully developed skills, a number of activities can point out the difficulties some students may have because of lack of experience at home. Have parents attempt the following, using the hand least preferred (i.e., if the person were right-handed he/she would use the left hand throughout the activities). Thus, the activities are:

- Cutting with scissors
- Throwing a ball at a target
- Buttoning a shirt
- Printing their name

Discussion on Simulation Activities

During discussion parents should be encouraged to express how they felt when trying to accomplish various activities. They should be encouraged to project themselves into the probable thoughts and feelings of a four-year-old.

Nutrition Break

During nutrition break parents should be encouraged to circulate around the room and view the various displays which have been set up while they sample nutritious snacks

(e.g., fruit plates, vegetables and dips, various juices). This short session serves a two-fold purpose: (1) opportunity to review displays and ask the teacher about them; and (2) reinforcement of the need for concern about good nutrition.

Tour of the School

Once parents have finished their snack and have viewed displays, take them on a tour of the school. Introduce parents to all members of the staff. Have some members of the staff quickly outline their function (e.g., music teacher, guidance counselor). This part of the session provides parents with an opportunity to familiarize themselves with the physical layout of the school, its personnel, and the type of programs in operation. It also provides a good introduction for the next session of the in-service.

Overview of the Kindergarten Program

In this session of the workshop, the kindergarten teacher gives a detailed talk on the various components of the kindergarten curriculum. Included in the teacher's presentation are specific examples of the kinds of work the children participate in, the nature of the learning center approach, and the importance of play.

For example, part of the presentation might be as follows.

Perhaps, the most important area of the kindergarten program is getting children ready to read, and that is where much time in kindergarten is spent. We can break down reading readiness into several more specific areas:

- (a) Visual discrimination or being able to see likenesses and differences in objects, pictures, letters, and eventually words. I usually start with some concrete objects, such as a ball and two cups. I point out the way in which two things are the same and one object is different. Later I might use different shapes or pictures. Finally we will deal with the differences between words.

The kindergarten teacher goes on to discuss auditory discrimination, oral language development, listening skills, seeing categories and relationships, alphabet recognition, and so on, as facets of the reading readiness program.

The kindergarten teacher may go on to explain the concepts taught which relate to traditional subject areas, such as social studies, math, or science. Actual textbooks and teaching materials used in instruction should be shown to parents during the presentation.

The oral presentation should be followed by a short slide-tape or video presentation, showing children at "work and play" in learning centers. The kinds of development being facilitated by the children's activity should be pointed out.

In this detailed explanation of the program, each parent sees exactly, and in a concrete way, the various components of the kindergarten program. The teacher should point out that many of the activities discussed by the

teacher can be reinforced at home.

Opportunity for parents to ask questions should be provided.

Demonstration Session

This section of the workshop is called "How You Can Help Your Child." Emphasis is placed on the provision of a wide and varied background of experience with various areas of development related to the school program. The communication of positive values and attitudes by parents is also stressed. Parents are encouraged to help children set important habits that will be beneficial in later learning.

First of all, the teacher gives parents some general guidelines concerning their participation in their child's learning. Parents should be encouraged in the following ways.

- (1) Make learning fun, relaxed, enjoyable, and natural by choosing opportune moments to point out the color of something or to count objects or engage in some other learning activity.
- (2) Establish a little mental schedule so that each day they attempt to talk with their children, read to them, or work with a particular toy.
- (3) Attempt to answer children's questions with more than a mere monosyllable answer. For example, if a child asks, "What is this?"--name it, tell what it is made of, and what it can be used for. A child might ask a question about a measuring cup. Say it is a special cup which tells you how much water to use when you're making cookies. It's made of glass. Point out how it is different from other cups. You might even experiment with the cup by having the child fill it to various levels and then tell the child what they are (i.e., half full, one-third full,

and so on). By giving more involved answers to children's questions, parents can expose their children to many new words and ideas about a particular concept. These words in turn become part of their listening and speaking vocabularies. In all communications with children, parents should be encouraged not to use baby talk and to try to explain things in terms and language a child can understand.

- (4) Communicate a positive attitude to their children about school, and show their interest in what the child does at school by questioning him/her about it and by keeping some of the child's work in a scrapbook, to recognize its importance.
- (5) Encourage and praise their children's successes and overlook their difficulties and failures. Self-esteem is tremendously important.
- (6) Be accepting and patient of each child's individual rate of learning. Some children learn more rapidly than others; each child's learning style is unique.
- (7) Provide their children with as many experiences as possible, for each experience adds new words and ideas to a child's various vocabularies and his/her general understanding of the world. Parents should be encouraged to travel to various places, such as parks, museums, department stores, cities, etc., with their children. They should also read books, magazines, or comic books and provide a variety of games and toys to play with, such as blocks, puzzles, and puppets, etc. The importance of watching educational TV should also be stressed.
- (8) Be sure that their children eat a healthy diet which includes fruits, vegetables, meat, milk, and other nutritious foods.
- (9) Make sure their children have regular medical, vision, and dental checkups.
- (10) See that their children receive adequate rest and exercise.
- (11) Continue to help their children throughout their school career and to be as interested and as supportive as they are when their children are in kindergarten.

Once the general introduction to this session has been completed, the practical areas of alphabet recognition/production, reading readiness, experiences with numbers, colors, and shapes should be discussed.

During this part of the demonstration session, practical suggestions should be made and concrete examples should be shown to parents of the kinds of activities which may be undertaken at home with their children.

Thus, a sample of the kinds of things which are suggested is as follows.

Activities for experiencing the alphabet

- (1) Teach the ABC song and point to specific letters as it is sung.
- (2) Buy magnetic letters or blocks with letters on them. Say the letter and place it on something in the house that begins with that particular letter.
- (3) Make letters from clay, play dough, popsicle sticks, or strips of paper. Make a scrapbook to keep these letters in. Cut additional letters from magazines to paste on the appropriate pages.
- (4) Have the child form letters in the snow, in sand, or other material.
- (5) Buy ABC books and read them frequently to your children.
- (6) Play the game "I Spy" with your children, having them guess items by saying the letter they begin with and then describing the object.
- (7) Help your child to make his/her own alphabet book. Staple a number of pages together. Place a letter on each page, and have the child draw a picture of something that begins with the letter. Print the word below the drawing. Reread these books frequently. Similar books can be made to expose

children to colors, shapes, or numbers.

- (8) Point out letters to children in their everyday environment. Say the letters that make up STOP! on a stop sign. Note the letters in a sign on a store frequently visited, such as WOOLCO.
- (9) Make up games and puzzles for your child to use.
- (10) Buy commercial alphabet puzzles and games for your child to use.
- (11) Help your child to learn to print the letters of his or her name.
- (12) Have your child watch Sesame Street or other educational TV programs which deal with readiness concepts.

Things to do to experience reading

- (1) Form a habit of reading to your child each night if at all possible. Start with five minutes, and then judge how long you think is an appropriate length of time for your child. You might use books containing nursery rhymes, fairy tales, Bible stories, animal stories, pictures, and concepts such as up-down, in-out, young-old, loud-soft. ABC, color, and number books are also important. Commercial series such as Walt Disney, Dr. Seuss, Golden Books, etc., are also good. If books are not readily available in your particular town, try borrowing from a nearby library.
- (2) Ask your child questions about what you read to them, for example:
 - Why did certain things happen?
 - If they liked the story, and why they did?
 - Did certain people in the stories do the right things?
 - If your child was there, would they have done the same thing or something different?
 - Have your child retell (read) the story in his/her own words by using the pictures and what he/she can remember about the story.
 - Stop at points in the story and ask your child to guess what will happen next.

- Ask your child if the story is real or make-believe?
- (3) Give your child books as gifts (birthdays, Christmas, and other holidays or as special treats). Make a book something important and fun to have.
- (4) Let your child see you reading, and show him/her by your example that reading is an important act.
- (5) Make your child aware of words; for example:
When passing signs such as CO-OP, IRVING, or MCDONALD'S, tell your child what they say and later check and retell what the words are if they have been forgotten. You might also do this with labels on different things, such as Corn Flakes, Special K, tomato soup, and so on. Make a scrapbook of labels that your child can read.
- (6) You might make children aware of words by labelling things around the house, such as their favorite toy, a door, window, table, bed, etc. From time to time take several labels off the objects, and see if your child can replace them.
- (7) You can also make a child's own picture dictionary by printing words for him/her and having the child draw a picture of the word. Words can be paired with pictures cut from catalogues or magazines as well.
- (8) Make a child's own storybook to read. Have them draw an experience which they have had or a picture of some person or thing that is important to them. Then copy a story which they dictate to you beneath their drawing.

Make It/Take It Session

This session of the in-service provides parents with an opportunity to make some kind of learning game or educational toy from found materials (e.g., shape matching game, a puppet). Once parents have completed this task, they should demonstrate the usefulness of what they have

made and point out two or three possibilities for its use.

Conclusion of the In-Service

When all sessions have been completed, parents should be provided with an opportunity to share their impressions of the day's activities. In this regard, parents should also be given an evaluation form to complete (Appendix J.7) so that more detailed feedback can be included. Before parents leave, they should receive a "take-home kit" of resources, which might include pamphlets (e.g., Those First School Days and Ready for School), a calendar of activities, a parent orientation handbook. Such resources serve to reinforce and extend the content of the in-service session.

A Parent Assessment Form (Appendix J.8) should also be distributed at this point in the session, and continued involvement on the part of parents should be stressed. The in-service might conclude with the election of a parent advisory group.

Following the analysis of the needs expressed by parents, further programming should be planned.

APPENDIX J.2
PROGRAM PLANNING SHEET

Sample

Program Planning Sheet

Audience:

Type of
Program:

Goals and
Objectives:

Content:

Format:

Resources:

Evaluation and
Follow-Up:

Completed Sample FormProgram Planning Sheet

Audience: All parents of children who will be entering kindergarten in September.

Type of Program: Orientation In Service

Goals and Objectives:

1. To provide a forum for parents and teachers to interact and establish rapport
2. To increase parental awareness of their role in fostering children's growth and development
3. To make parents aware of the kindergarten program goals, objectives, and content.
4. To provide a means by which parents can indicate their needs for additional knowledge and programming

Content:

1. Demonstrating the importance of appropriate pre-kindergarten experiences
2. Simulating the kindergarten child's experience upon initial school entry
3. Explaining the kindergarten program, school routine, procedures, and regulations
4. Making parents aware of the importance of their support and encouragement
5. Providing practical, workable strategies which parents can implement to foster their child's development of readiness skills

Format:	A workshop format using a variety of techniques (e.g., simulation activities, role-playing, discussion, lecture, videotape, and print resources)
Resources:	Props Videocassette and player Displays Pamphlets, handbook Resource people (e.g., school nurse) Worksheet, art, and craft materials
Evaluation and Follow-Up:	<ol style="list-style-type: none">1. Administer evaluation form2. Distribute parent assessment form and plan further programming based on expressed need

APPENDIX J.3
INVITATION TO PARENTS



Dear Parents:

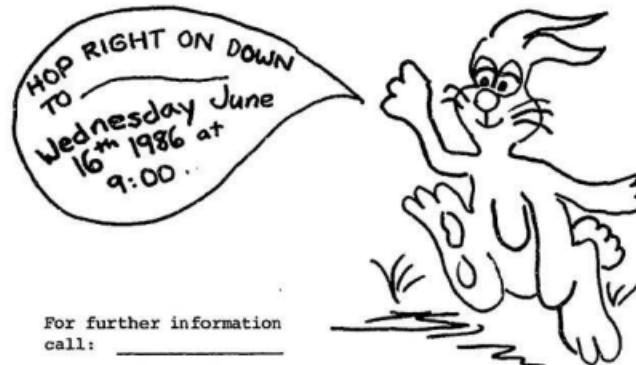
This year our Parents' Workshop for parents of in-coming kindergarten children will be held on _____, beginning at 9:00 a.m. Both parents are cordially invited to attend . . . please do if at all possible.

The workshop will give you an overview of what's involved in the kindergarten program, and it will provide you with practical ways to help your child at home.

You will be called next week to confirm your attendance. Please bring an old catalogue and/or magazines and glue with you if you have them available.

See you on the _____!

Kindergarten Teacher



For further information call: _____

APPENDIX J.4
PROGRAM AGENDA



Welcome to our Parent Orientation In-Service. The program has been designed to explain just what is involved in kindergarten and to tell you how you might help your child have a successful year in kindergarten. The program is called "Getting Ready--THAT'S WHAT KINDERGARTEN IS ALL ABOUT." It will consist of presentations

and discussions and, of course, a nutrition break. THE PROGRAM IS AS FOLLOWS:

GETTING READY.....THAT'S WHAT KINDERGARTEN IS ALL ABOUT!

Introduction and Welcome

Presentation by the School Nurse

Simulation Activities--"What's It Like to Be Five and in Kindergarten?"

Discussion

Nutrition Break

Viewing Displays

Tour of the School

Presentation and Videotape on Kindergarten Program

Demonstration and Make It/Take It Session

Conclusion and Evaluation

APPENDIX J.5
PARENT WORKSHEET AND ALPHABET CODE

ALPHABET CODE

A

B

C

D

E

X

R

S

T

O

F

G

H

I

J

Y

C

K

L

V

K

L

M

N

O

P

D

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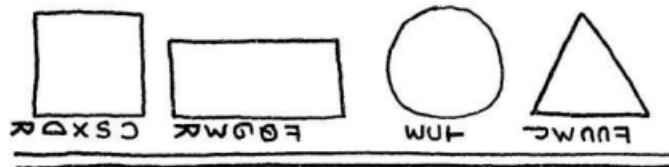
Y

H

Z

3

Parent Worksheet
name: _____



APPENDIX J.6
PARENT ORIENTATION HANDBOOK

GETTING

READY



That's What
Kindergarten
is
All About!

Parent
Orientation
Handbook



Kindergarten is not
like Grade One or Two.
We're just starting
into Hickory Hollow and
math.

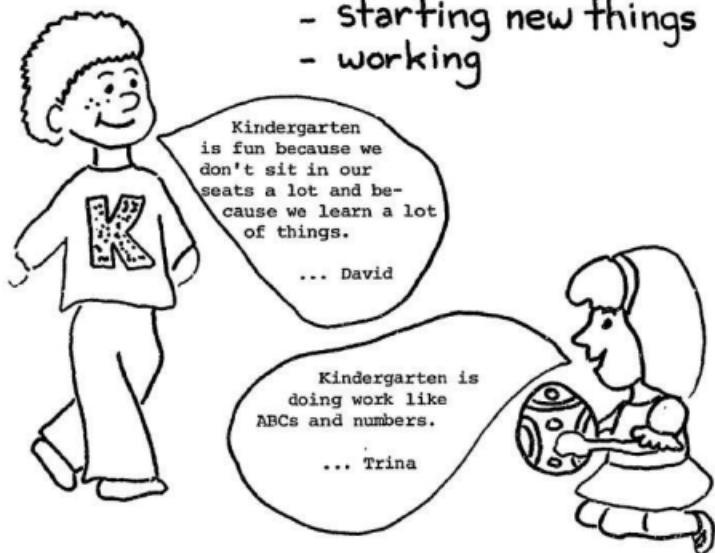
... Lucretia

Kindergarten is
a classroom in a
school.

... Danette

KINDERGARTEN is ...

- fun
- starting new things
- working

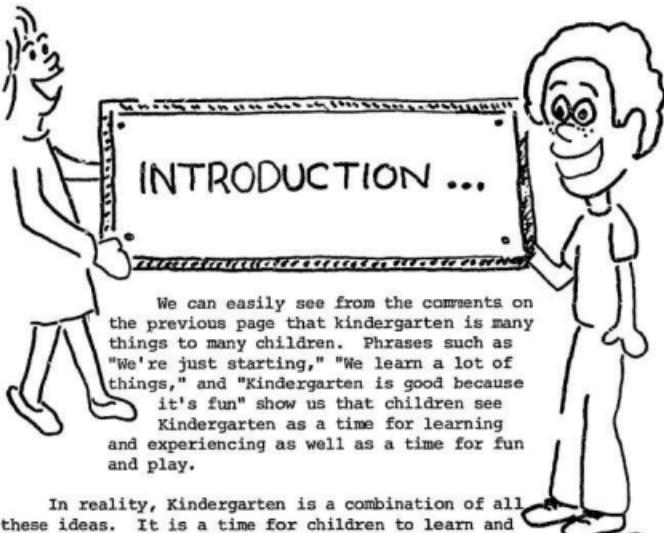


Kindergarten
is fun because we
don't sit in our
seats a lot and be-
cause we learn a lot
of things.

... David

Kindergarten is
doing work like
ABCs and numbers.

... Trina



We can easily see from the comments on the previous page that kindergarten is many things to many children. Phrases such as "We're just starting," "We learn a lot of things," and "Kindergarten is good because it's fun" show us that children see Kindergarten as a time for learning and experiencing as well as a time for fun and play.

In reality, Kindergarten is a combination of all these ideas. It is a time for children to learn and experience new concepts, new ideas and different social situations. For the first time, they will be formally exposed to letters, numbers, and colors and be introduced to subjects such as reading, social studies, and science. As well, some children will have their first experiences working with groups of other children or working on their own. Kindergarten will also be a time of enjoyment with activities such as dressing-up, acting-out, painting, and playing with favorite games and toys.

Kindergarten, then, will be a time when children can develop socially, emotionally, and physically while they are actively engaged in learning through play and activities.

Of utmost importance at this special time in the life of every child is the sense of success and achievement . . . of doing well. For it is at this crucial point in a child's school career that important first impressions and attitudes toward school are formed.

It is hoped that for all children the attitudes they develop are positive and that school for them is a place of wonder, excitement, and joy.

Thus, in an attempt to ensure that each child has the best possible opportunity to develop these positive feelings toward school and learning, an orientation program for children and parents has been developed.



The orientation program is essentially composed of two parts. The first part involves the children coming to Kindergarten for the first time. These children come to school for a half-day session where they meet their teacher and participate in activities similar to those they will be involved in throughout the school year. An atmosphere of fun and enjoyment is created, so that the child leaves school with a very important "positive" first experience.

The second part of the program involves parents. A workshop has been designed to inform you about the kinds of things involved in the Kindergarten program and to explain how you might help your children have success with the year's work.

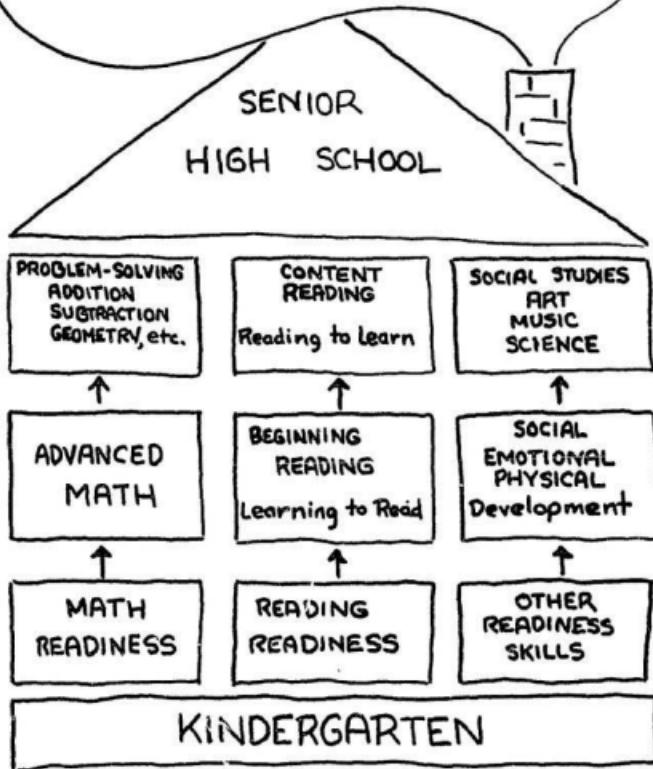
In addition to the in-service, this booklet has been produced to summarize and expand the ideas discussed in the workshop. Hopefully, it will provide a ready reference of ideas and information about your child's program and how you can reinforce what he or she will be involved in at the Kindergarten level.

Thus, parents join with us, children and teachers, in "getting ready" and in helping to make your child's year in Kindergarten as enjoyable and rewarding as possible.

Kindergarten Teacher

GETTING READY - *The Kindergarten Program*

The Kindergarten program is basically one which helps students get ready to do more advanced work in such areas as reading, math, social studies, and science. It is, in other words, the foundation upon which a successful school career is built.

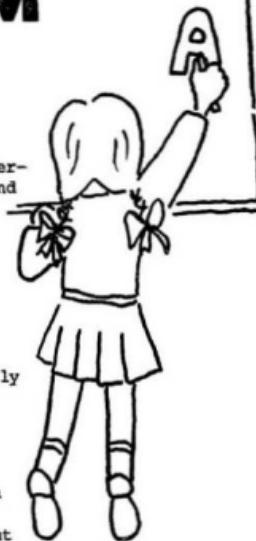


THE KINDERGARTEN PROGRAM

WHAT'S INVOLVED?

READING READINESS

- Visual Discrimination
Children learn to see likes and differences in shapes, objects, letters, and words.
- Auditory Discrimination
Children learn to recognize sounds which are alike or different. Such things as rhyming words and beginning sounds are covered here.
- Oral Language Development
Children learn to express ideas orally through Show and Tell, acting-out, discussing, and saying nursery rhymes, etc.
- Language Experiences
Children learn to tell stories which are printed by the teacher on a chart. The stories are usually about some experience the class or an individual has had.
- Story Time
Children learn to listen to stories read by the teacher. An especially important part of this section of the program is questioning. Students are taught to think about and understand what they hear through questions which the teacher asks.
- Word Recognition
Children learn to recognize certain words on sight through the use of word charts, experience stories, games, and other activities.
- Concept Development
Children learn categories (toys, food, animals), opposites (up-down, in-out, over-under, left-right), and relationships (a hand is to a man what a paw is to a dog).
- Alphabet Recognition and Production
Children learn to recognize by name the letters of the alphabet and learn to print them. This includes both upper- and lower-case letters.



- Tracing and Printing

Children learn how to make different kinds of lines (straight, curved, slanted, etc.) and later form letters from these various lines.

MATH READINESS

- Shape Recognition

Children learn to recognize the shape of a square, triangle, circle, and rectangle and the names of these figures.

- Counting

Children learn to count roteley and to recognize the numbers from zero to ten.

- Math Concepts

Children learn the difference between few and many, what one more means, and classification according to size, shape, and color.

OTHER READINESS SKILLS

- Social Development

Children learn to get along with others.

They learn to share.

They learn to follow rules.

They learn to adjust to a routine.

They learn to develop good work habits.

They learn to work alone or with a group.

They learn to listen to others.

They learn to be polite and mannerly.

They learn to respect authority.

- Physical Development

Children develop hand muscles through cutting, tracing, coloring, painting, pasting, using clay, printing, etc., and develop other body muscles and coordination through Physical Education.

- Social Studies

Children learn about their self, their family, their friends, the community, community helpers, environments, and basic needs.

- Science

Children learn concepts, relationships, and opposites through study of topics such as time, seasons, plants, and animals.

- Music/Art

Children learn rhythm and songs through singing, listening to records, and playing rhythm band instruments. They learn to use different kinds of media such as crayons, pencils, paints, glue, fabrics, etc., to create pictures, murals, etc.



HOW do we learn in KINDERGARTEN ?

THE KINDERGARTEN CLASSROOM IS STRUCTURED IN SUCH A WAY AS TO PROVIDE FOR A WIDE RANGE OF EXPERIENCES. MANY CENTERS ARE SET UP TO ENCOURAGE PLAY AND THUS TO FACILITATE DIFFERENT ASPECTS OF CHILD DEVELOPMENT. THESE INCLUDE:

HOUSEKEEPING CENTER.
SAND/WATER CENTER.
BLOCK CENTER.
QUIET CENTER.
SCIENCE CENTER.
ART CENTER.

MATERIALS AND RESOURCES APPROPRIATE TO THE ACTIVITIES ARE PROVIDED IN EACH AREA. CHILDREN ARE PERMITTED TO SELECT THE TYPES OF ACTIVITIES THEY WISH TO BECOME INVOLVED IN. ADDITIONALLY, WE SEE FILMS, GO ON FIELD TRIPS, AND HAVE LOTS OF VISITORS.





what material do we cover?

LANGUAGE ARTS

This subject area combines all the activities of Reading Readiness such as visual discrimination, auditory discrimination, language experience, story time, etc. Some resources which are used include:

Language Development Kit A & B Published by Ginn and Company

It consists of a set of charts which expose children to nursery rhymes and fairy tales, as well as themes such as the zoo, the supermarket, the circus, the forest, pets, etc. The charts are used basically for the development of oral language and comprehension.

Language Development Reading (LDR) Published by Nelson Company

This program consists of three booklets: Hickory Hollow Friends, Hickory Hollow ABC, and Hickory Hollow—I CAN READ. Accompanying the program are pictures to discuss, puppets to play with, and records to listen to. The program exposes children to themes centering on: colors, city-town, picnics, birthdays, vehicles, signs, noises, the zoo, homes and how they're built, the post office, the bank, the supermarket, playing in different places, the airport, under the sea, and games.

A basic vocabulary consisting of approximately twenty-five words is introduced. Other reading skills, such as visual discrimination, auditory discrimination, rhyme, following directions, understanding sequence, letter and word recognition, retelling stories, describing pictures, and story comprehension, are reinforced by this part of the LDR program.



MATHEMATICS

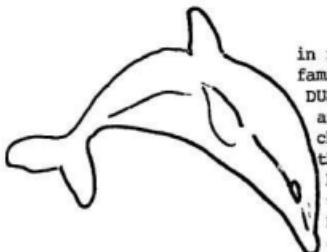
A textbook called Investigating School Mathematics, published by Addison-Wesley Company, is used for this part of the program. It consists of a workbook which teaches the following concepts.

- | | |
|---|--|
| Size | - big and small, tall and short, etc. |
| Position | - high-low, over-under, etc. |
| Classifying | - sorting things which are the same into groups on the basis of color, size, and shape, etc. |
| Geometric Shapes | - circle, triangle, square, and rectangle |
| Matching numbers to sets of objects | |
| Counting and forming numbers from one to ten | |
| Introduction of the concept of addition and subtraction | |

SCIENCE

A textbook called STEM Science, published by Addison-Wesley Company, is used in this part of the program. The program covers four basic units: space, time, energy, and matter. Each unit is taught through the use of opposite concepts, such as living and non-living things, hot-cold, young-old, hard-soft, etc. The idea of measurement is also introduced in the form of height, weight, and length. In this program, children are taught to wonder, question, pose problems, and solve them. Essentially, the program develops a positive attitude toward science.

SOCIAL STUDIES



Social Studies includes instruction in religion, health, social awareness, and family life. Part of this program is the DUSO (Developing of Understanding of Self and Others) Kit. Through the use of a character called DUSO, the dolphin, various themes are explored, such as: sharing, helping others, being nice to friends, understanding why we do things, etc. Health covers nutrition, growth, body cleanliness, posture, safety, and dental



care.. Social awareness and family life deals with qualities of sharing, honesty, truth, loyalty, self-discipline, through the examination of themes such as ME/MY BODY, FAMILY, NEIGHBORHOODS, and BASIC NEEDS.

PHYSICAL EDUCATION

The Physical Education Curriculum Guide by Van Holst is the text for the program in Kindergarten. It deals with experiences relating to balance, different types of movement (hopping, skipping, jumping, crawling, etc.), increasing eye-hand coordination through catching and throwing balls, discrimination between left and right, recognition of shapes, understanding rules of games, and social concepts, such as taking turns, sharing, losing gracefully, etc.

ART AND MUSIC

There is no formal textbook in either of these two areas.

In the area of art, exposure to all different types of media is important. Experiencing art and creating different things are really the two basic objectives.

Music is taught through the use of records, fingerplays, songs, chants, rhymes, and rhythm band instruments.



FRENCH

Aux Yeux des Petits, published by Holt, Rinehart, and Winston, is the core of the French program. Through songs, games, activities, and little conversations, topics such as weather, holidays, basic greetings, toys, families, clothing, parts of the body, and animals are explored.



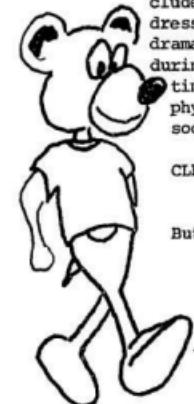
The basic purpose of the French program is to have children experience French and develop a positive attitude toward the language.

Students receive five ten-minute periods of instruction per six-day cycle.

LET'S GO TO KINDERGARTEN . . .
WHAT A DAY THERE MIGHT LOOK LIKE!



<u>Time</u>	<u>Activity</u>
10 minutes	FREE PLAY
15 minutes	OPENING
	Includes attendance, helper's chart, date and weather chart, prayer, morning song, and NEWS TIME or SHOW AND TELL.
40 minutes	Includes activities for language and reading readiness development.
30 minutes	Includes readiness activities dealing with recognition of colors, shapes, letters, or numbers, provided in learning centers.
20 minutes	REST TIME AND RECESS
30 minutes	Math center and teaching of related concepts.
20 minutes	A variety of activities or subject areas. Some activities might include storytime, games, songs, dress-up, book corner, puzzles, drama, or films. At various times during the week this section of the timetable is used for music, art, physical education, French, or social studies.
	CLEAN-UP TIME AND CLOSING
	But really every day is different



HOW YOU CAN HELP



You may think that with so many things going on in Kindergarten there is no need for your child to receive help at home, but nothing could be further from truth. Any help that you can give your child will only help him/her to be a more confident, better-prepared, and probably more successful student.

IN HELPING YOUR CHILD TRY TO REMEMBER THESE GENERAL POINTS!

GENERAL

DON'Ts Don't try to do too much at any one time with your child.
 Don't try to force your child to do things when he or she really
 doesn't want to or is too tired to do so.
 Don't be afraid to give your child lots of guidance and help.

DOS Do make learning fun, relaxed, enjoyable, and natural for your child.

 Do try to establish a little schedule with your child so that at different times during the day you chat with your child, read to your child, talk about a color or a number, etc.

 Do try to answer questions that your child asks you. If he/she asks you what something is, name it, tell what it is made from and what it is used for. For example, this is a plate, and it is made of glass. People put things to eat on it. By answering in this way, you expose the child to many new words and ideas about a particular object or concept. Also do not talk to your child in baby talk and always try to explain things to him/her in terms and language he/she can understand.

 Do try to communicate a positive attitude to your child about his/her teacher and school in general. Help your child to think of school as a fun place. Never use it in a threatening sense or frighten your child with the idea of being punished by the teacher. Children cannot learn effectively if they are fearful and anxious.

 Do try to find time to ask your child what happened at school. Look at the work that he/she has brought home. Keep some of your child's work in a scrapbook or display it in his/her room. This will show your child how important school work is and how proud you are.

DOS Do try to encourage and praise your child's successes at home and school, but try to overlook difficulties and failures. A child needs constant reinforcement that he/she can do the tasks assigned.

Do try to accept your child's individual rate of learning. Some children learn more rapidly than others; some take a longer time. Be patient and accepting!

Do provide your child with as many experiences as you can. Every experience adds new words and ideas to your child's various vocabularies and general understanding of the world. Travelling to museums, cities, circuses, parks, etc.; reading books and magazines; using puzzles, games, and toys; sorting and grouping objects by size, shape, and color; and watching educational TV—all are very important in this area.

Do make sure that your child eats a healthy diet which includes fruits, vegetables, meat, milk, and other nutritious foods.

Do make sure your child has regular medical and dental checkups.

Do see to it that your child gets plenty of rest and exercise.

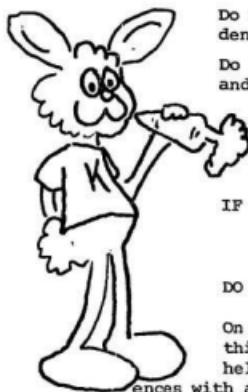
ABOVE ALL DO CONTINUE TO HELP YOUR CHILD
THROUGHOUT HIS/HER SCHOOL CAREER, AS
KINDERGARTEN IS ONLY THE BEGINNING!!!!

IF YOU ARE ALREADY DOING MANY OF THESE THINGS ...

GREAT!!!!!!

DO KEEP IT UP!

On the following pages is a list of some of the things you might do at home to help give your child some experiences with areas he/she will be involved in during the Kindergarten program.



EXPERIENCING

the alphabet

- Give your child experience with and exposure to the alphabet. This does not mean that he/she has to know all the letters of the alphabet before coming to school, but he or she should recognize a few. You can help in this area by doing the following.



- (a) Teach your child the ABC song and point to specific letters as you sing it.
- (b) Buy magnetic letters or blocks with letters on them and practice saying the names of one or two of them at a time. Have your child pick out a letter from a small group of them.
- (c) Make letters out of clay, popsicle sticks, strips of paper, or have your child shape the letter with his/her body. Make O, L, T, etc., with the child's fingers, for example.
- (d) Print letters on a piece of paper and have your child outline them by gluing wool on the lines you printed to form the letter.
- (e) Cut particular letters out of magazines or the newspaper. Paste the letters in a scrapbook. Have your child try to make the same letters with a pencil.
- (f) Help your child to recognize and print the letters of his/her own name.
- (g) Buy and read ABC books to your child.
- (h) Have your child watch Sesame Street and other educational TV programs. Discuss these with your child.
- (i) Make letters in sand, snow, etc.
- (j) Make alphabet pancakes or eat alphabet macaroni.

reading



- (a) Form a habit of reading to your child each night. Start with five minutes, and then judge how long you think is an appropriate length of time for your child. You might use books containing NURSERY RHYMES, FAIRY TALES, BIBLE STORIES, ANIMAL STORIES, ABC BOOKS, COLOR AND NUMBER BOOKS, PICTURE BOOKS. CONCEPT BOOKS, which teach things like up-down, in-out, young-old, loud-soft, are also good.



(b) Ask your child questions about what you read, for example:

Why did certain things happen?
If they liked the story, and why they did?
Did certain people in the story do the right thing?
If your child was there, what would he/she have done?
Have your child retell the story in his/her own words.
Stop at points in the story and ask your child to guess what will happen next.
Ask if the story is real or make-believe?
Have your child read the story to you, using the pictures and what they remember from the reading to retell the story.
Ask your child to name the characters in a story and tell what each did.

(c) Give your child books as gifts (birthdays, Christmas, etc.) or as special treats. Make a book something important and fun to have. If there are not many books available for you to buy, take your child to the library, use the Library Bus, borrow from a friend, or help your child to make his/her own books about topics such as animals, colors, shapes, etc.

(d) Make your child aware of words; for example:

When passing signs such as CO-OP, IRVING, etc., tell your child what they say and later check and retell what the words are. You might also do this with labels on things such as Corn Flakes, Special K, etc.

You might make children aware of words by labelling things around the house, such as their favorite toys, a door, window, table, bed, etc.

You can also make a child's own picture dictionary by printing words for him/her and allowing them to draw a picture of the word. Words can be paired with pictures cut from a catalogue or a magazine.

(e) Show a good example to your child by reading yourself.

colors

- Cut pictures out of catalogues or magazines of things which are blue (or different colors). Paste them on a sheet of paper. Follow up by cutting out things of different colors, such as red, green, brown, black, etc. Print the word that goes with each color.
- Give your child a series of objects or things and have him or her pick out the objects which are the same color.
- When getting your child to dress himself/herself, emphasize color by saying, "Put on your yellow or green sweater, your black socks,

etc.

- Draw and color pictures for your child of things which are usually the same color; e.g., a yellow banana, a green tree, an orange orange, etc.
- Print the color words using their color . . . take a black crayon and print the word black.
- Buy your child storybooks on color, or borrow them from the library.
- Try to emphasize color with your child as you go for a walk or travel. Point out a green tree, blue sky, brown house, black dog, etc.

numbers

- Help your child discover numbers by practising counting to at least 10. You can do this by having him/her count things around them, such as:
 - spoons on the table
 - their eyes
 - their fingers
 - letters in words
 - the number of things of a certain color
- Show your child what the numbers look like.
- Sort out groups of things to represent numbers, such as two marbles, three cars, five crayons, etc.

travel

- Allow your child to travel in as many modes of transportation as possible: cars, trains, planes, boats, etc. This helps to add many new vocabulary words to your child's listening and speaking vocabularies.

- Take your child to familiar and different places such as: nature parks, farms, fish plants, train stations, post offices, supermarkets, malls, etc.

other experiences



- Give your child practice drawing, coloring, cutting, using clay, and tracing.

- Expose your child to concepts such as up-down, top-bottom, open-closed, straight-curved, long-short, etc.

your child to ask the teacher for help if he/she does not understand or has some problem.



GET READY TO BECOME INVOLVED IN THE SCHOOL PROGRAM!

THERE ARE MANY WAYS THAT YOU, TOO, CAN BECOME INVOLVED IN THE EXPERIENCES WHICH YOUR CHILD HAS AT SCHOOL.

JOIN OUR P.T.A. ... IT MEETS ONCE A MONTH.

BECOME A TEACHER AID AND HELP GIVE MORE INDIVIDUAL ATTENTION TO STUDENTS.

COME ON OUR FIELD TRIPS AND SUPERVISE.

THINK ABOUT IT!

THINGS TO KEEP IN MIND ...



1. Provide your child with nutritious snacks for recess, or give him/her fruit, nuts, raisins, juice or a sandwich.
2. Make sure all the things your child brings to school have labels on them. Check to see each day that your child brings home what he/she took to school.
3. Provide your child with an old shirt for painting and a pair of slippers to wear in the classroom.
4. Make sure that your child has all the necessary materials to do his/her work at school, such as pencils, glue, a scrapbook, erasers, exercise books, crayons, etc. A bookbag of some sort is necessary to store them.
5. Be sure to drop off your child no more than twenty minutes before class starts and pick your child up promptly after closing. If he or she travels on a bus, make sure that they know where to get off.
6. Do make a point of discussing each day's work with your child.
7. Get to know your child's teacher. Discuss your child's program and any problem he or she might be having. Do ask for suggestions as to how you might help.
8. REMEMBER the school's telephone number is _____. Do call any time!!!!
9. Your child's teacher is _____.

If you have need for further information about the school program,
detach this form and send it to school. A reply will be made
within a few days.

I WOULD LIKE TO KNOW ABOUT...

NAME _____

APPENDIX J.7
SAMPLE EVALUATION FORM

Sample Evaluation Form

HOW DID YOU FEEL ABOUT THE WORKSHOP?

Please complete the following form, as the information will aid greatly in the planning of next year's program.

1. List some of the things you learned as a result of attending the in-service program.

2. What did you like best about the in-service?

3. What did you least like?

4. Do you have a greater understanding of why helping your child at home is so important?

5. Can you better appreciate what a child goes through upon initial school entry?

6. How will this in-service session change your interaction with your child at home?

7. Do you think the in-service session was useful?
Explain why or why not.

8. Do you feel such a program should be continued?

9. How could this particular in-service be improved?

(OVER)

10. Do you think you would participate in additional
in-service?

.....

APPENDIX J.8
SAMPLE ASSESSMENT FORMS

Sample Child Assessment Form

Name _____

Age _____

Date _____

ORAL LANGUAGE DEVELOPMENT TEST

Show the child a picture of some activity involving two or three people. Have the child talk about the picture. Record the child's responses, and analyze them according to the following checklist.

CIRCLE ONE OR MORE IN EACH CATEGORY BELOW.

- | | |
|--------------------|---|
| EXPRESSIVENESS | <ol style="list-style-type: none"> 1. No response without prompting. 2. One or more remarks, no further response. 3. One or more remarks, further comment with prompting. 4. Responds freely, productively. 5. Three or four sentences, conversational tone. |
| GENERAL MEANING | <ol style="list-style-type: none"> 1. Enumerates objects, names them. 2. Describes (qualities or actions). 3. Interpretation (makes inferences about feelings and relationships). 4. Narrative interpretation (events in sequence). 5. Evaluative interpretation (evaluates, draws conclusions). |
| SENTENCE STRUCTURE | <ol style="list-style-type: none"> 1. Isolated words or gestures. 2. Simple sentences (subject/verb). 3. Simple sentences (compound subject). 4. Compound/complex sentences. 5. Sentences with dependent clauses. |
| WORD MEANING | <ol style="list-style-type: none"> 1. Unable to point to object or define word. 2. Can visually identify but not define. 3. Defines by stating use. 4. Defines by describing object. 5. States generic class. |

(OVER)

QUALITY OF
SPEECH

VOICE

pleasant	loud	relaxed
harsh	soft	tense

ARTICULATION

clear	lisp ing	precise
blurred	infantile	defective

RHYTHM

smooth	irregular	fluent
jerky	hesitant	blocked

FURTHER
COMMENT

Sample Parent Assessment Form

Please complete the following form in as much detail as possible, so that additional programming can be planned, based upon your individual needs and those of your child.

Your Child

1. Have you provided stimulating experiences at home for your child (e.g., reading to him/her)?

2. Does your child have access to a wide range of toys, games, and books?

3. Has your child travelled extensively?

4. Does your child have medical problems which might cause difficulty in learning?

5. Do you foresee any difficulty in your child adjusting to school? Explain.

6. In what readiness areas does your child show:
 - (a) competence

 - (b) a lack of development

7. Is your child excited about coming to school?

(OVER)

8. How have you prepared your child for that first school day?

You

9. Would you like to see further parent education programming provided? Explain.
10. Check the type of content you would like such programs to cover:

making toys
 using toys effectively
 nutrition
 dental care
 safety
 discipline
 how to read to your child
 how to provide readiness experiences
 what's involved in the reading/language arts program
 learning centers and themes
 others (specify):

11. What techniques or approaches would you prefer? (Check those you prefer.)

guest speakers
 films, filmstrips
 videotapes
 simulations
 observation
 displays
 others (specify):

12. (a) Would you like to become further involved in the school program?

- (b) Check the sorts of activities you might like to be involved in:

parent advisory group
 parent volunteer
 teacher aid
 fund-raising
 others (specify):

13. How would you prefer the school communicate with you?
Check those which apply:

home visits
 newsletter
 telephone
 parent visitation
 others (specify):

14. Do you feel there is a need for more extensive support services for parents in the community? Indicate which ones by checking:

play groups
 toy lending library
 parent resources center
 others (specify):

15. List any particular concerns you have as a parent.



