

UNIVERSITY OF DAYTON ROESCH LIBRARY

,A HOLISTIC EDUCATIONAL PROGRAM
FOR PARENTS OF KINDERGARTEN CHILDREN,

MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
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Dedicated

to our loving families
for all their support,
and to our colleagues
for their patience, help, and understanding.

CHAPTER I
INTRODUCTION TO THE PROBLEM

As educators of beginning students in a public school system, the authors are aware of the ever increasing need for parental involvement in the lives of young children. As scores on the kindergarten assessment in the authors' school district declined steadily over the past three years, the authors began to compile data. In 1989-1990, fifty-five percent (55%) of the children scored below average in one or more areas of the assessment. In 1990-1991, seventy percent (70%) were below average in at least one area. And for 1991-1992, an alarming seventy-six percent (76%) scored below average in at least one area. The authors and kindergarten teachers have been especially concerned with the increase in the number of children with expressive and receptive language deficiencies. In 1989-1990, thirty-eight percent (38%) of the children assessed had language deficiencies. In 1990-1991, forty-five percent (45%) of the children had language deficiencies, and for 1991-1992, forty-one

percent (41%) of the children had language deficiencies.

During the same period of time, Chapter I scores for students in the district reflected the same trend as the kindergarten assessment. These findings date back to 1988. In 1988-1989, twenty-two percent (22%) of the kindergarten children qualified for Chapter I services. In 1989-1990, forty percent (40%) qualified, and in 1990-1991, thirty-two percent (32%) qualified for Chapter I services. The average oral language stanine for those children who qualified for Chapter I during this three-year span was 2.0, which is well below the national norm.

During this same time period (1980's), the societal problems evidenced nationally were reflected in the lives of children in the authors' district. An increasing number of children have been traumatized by divorce, remarriage, custody battles, physical and sexual abuse, adoption, alcoholism, and other problems causing emotional insecurities. Speech, hearing, and visual referrals, and the severity of these problems continue to rise. Administrators, support staff personnel, and teachers have been concerned with a larger number of incidences of inappropriate student

behavior. The magnitude of these problems was greater than the district had ever faced before. After several discussions with the principal, the authors were faced with the challenge of developing a parental education program with the hope of increased student performance. Intervention strategies that were already being utilized included the Developmentally Handicapped program, the Learning Disabilities program, Chapter I and Reading Recovery, and an Intervention Assistance Team. Other strategies included the Early Prevention of School Failure (EPSF) program, which is the nationally validated assessment tool and remediation program used in this district, and the addition of a home school liaison/study skills instructor who visits homes of selected children and assists parents with strategies that will improve their children's academic performance. Although present intervention programs in the district are somewhat effective, only two are available to kindergarteners and more intervention work is needed. Kindergarten assessment scores, especially in the area of language, continue to decline.

Educating parents in using a whole child approach (addressing social, emotional, physical, and cognitive needs) to help their children learn will be the first

step toward an in-depth partnership between parents and educators. As McBride (1989) writes, "The ways in which parents rear their children has an immense impact on their cognitive, social, emotional, and physical development" (p. 13). And Bennett (1986a) writes, "Parents belong at the center of a young child's education" (pp. 8-9). The United States' Department of Education's What Works (1986b) document states that "Parental involvement helps children learn more effectively" (p. 19), and that "Parents are the child's first and most influential teachers. If parents are not effective teachers, then in most cases the school will have far greater difficulty being effective" (p. 4).

Problem Statement

The purpose of this project was to develop an educational program for parents of kindergarten children to assist parents in using a holistic approach (an approach to learning that addresses social, emotional, physical, and cognitive needs) in educating their children.

Assumptions

During the past few years, the authors have documented and experienced a steady decline in kindergarten assessment scores, particularly in the area of language development. This evidence has led to several assumptions. First, since scores continue to decline, it appears that a growing number of parents could benefit from assistance with parenting skills and with learning how to encourage language development. Kindergarten assessment takes place before children come to school, so their performance reflects the results of parental efforts. Evidence indicates how important language development is for success in later learning situations. Parents should know how best to foster language development. Secondly, parents are an integral part of a child's education, and the school's success depends upon the degree to which parents are successful in helping their children develop a positive attitude. Bennett (1986a) asserts, "The single best way to improve elementary education is to strengthen parents' role in it, both by reinforcing their relationship with the school and by helping and encouraging them in their critical job of teaching the young" (pp. 8-9). Finally, schools can help educate

parents in understanding the value of a positive attitude and its necessity for a child's success. Ziglar (1985) notes, "When we have positive input, we have positive output, and when we have negative input, we have negative output" (p. 25).

Limitations

There are several limitations to this program. Foremost, the needs met by this program are specific to the district for which it was developed. Any other district would have to adapt the program to fit its needs. Secondly, the program has been developed to meet the needs of parents of primary children only. Ideally, the program should be extended to meet the needs of children of all ages in the district, but for the present time the focus of this program is exclusively primary oriented. Finally, the program was developed with a lack of funds. It is dependent upon presenters who will volunteer their time and speak without charging a fee. Also, a lending library, with videos, books, tapes, and possible teaching aids, was proposed for parents, but the set-up has been hampered because of very limited funds.

Definition of Terms

Holistic: An approach to learning that addresses physical, emotional, social, and cognitive needs of children.

Hands-on or Concrete Activities: Learning experiences which allow children to hold and manipulate materials to facilitate the integration of a concept.

Gross Motor or Large Muscle Activities: Activities which involve use of large muscles, such as bouncing a ball, jumping rope, swinging arms, balancing, and exercising.

Parental Involvement: A holistic approach of parents in the lives of their children.

Whole Language: A philosophy which takes a holistic, language-centered view of the curriculum. It integrates the child's own language and past experiences with all new subject matter.

Assessment: A tool used to determine a child's strengths and weaknesses.

Readiness: A maturation status in conjunction with the necessary prior experience. Readiness is an individual potential translated in terms of capacity and ability. Readiness implies a "best time" for initiating a specific task situation.

Language: The vehicle for communicating our ideas, beliefs, and needs. The major purpose for language is communication and mutual understanding.

Receptive Language: A person's ability to understand what is being communicated.

Expressive Language: A person's ability to convey the intended message.

Oral Language Stanine: A score ranging from 1-9, indicating a child's ability to attend to the basic structure of spoken English words. These include hearing the order of sounds, matching sounds, analyzing sounds in words, and hearing differences in the length of spoken words.

Chapter I: The largest federal aid program for schools. The goal of Chapter I is to provide further intervention in the areas of readiness, math, and reading for children who are not performing at or near the level of others their age.

Intervention Assistance Team: A school-based, problem-solving group which deals with student learning and behavioral needs. The team may consist of classroom teachers, special area teachers, school administrators, school psychologists, and the school nurse.

Reading Recovery: A collaborative effort of the Ohio Public Schools, The Ohio State University, and the Ohio Department of Education, designed to reduce illiteracy by preventing failure in the first grade. Children receive one-on-one remediation by a trained Reading Recovery teacher.

Early Prevention of School Failure (EPSE): A nationally validated program designed to prevent failure by identifying the developmental skills and learning styles of four- to six-year olds. It consists of a screening tool and a remediation program.

CHAPTER II

REVIEW OF THE LITERATURE

The literature clearly documents the necessity for greater parental involvement in the lives of children. Allen and Freitag (1988) argue that "Parental involvement helps children learn effectively" (p. 922). In the government pamphlet, "The Three R's Plus" (as cited in Allen and Freitag, 1988), it is asserted "Students don't start learning in the morning when the school bell rings and stop about six hours later when school lets out. They're learning all the time, 24 hours a day, and parents are their 'teachers' most of the time" (p.922). This leads to the question: How best can parental involvement be fostered?

Programs and Their Effects

A number of successful parental involvement programs have been described in the literature. HIPPY (or Home Instruction Program for Preschool Youngsters) was developed by Avima D. Lombard in Israel to help

poor immigrant children from Asia and Africa. When making the decisions as to the context in which the help should occur (e.g., in the home or at school), research was derived from the Council of Jewish Women based in the United States. The research clearly indicates that "the kids who worked with their mothers did the best" (Darnton, 1990, p. 60). This was accomplished when tutors went into the homes and taught mothers how to work with their children. Not only did the children's skill levels rise when tutors were involved in fostering parenting skills, but also the mothers showed improvement and many went back to school themselves. Tulsa, Oklahoma, was the first location in the United States where the program was conducted. HIPPI has since extended to 33 sites in 13 states. The program was run much the same as in Israel. Tutors went into the homes of low income and poverty level families and taught the mothers how to work with their four- to six-year old children. Tutors role-played working situations with the mothers, with the tutor taking the role of the mother and the mother taking the role of the child. After it was felt that the mothers understood what they were to do, they were then free to work with their children; they documented their

progress between visits from the tutor. Every other week, the mothers had a group meeting with the tutor at a central location convenient to all. As in Israel, not only did the children benefit from these tutoring sessions, but the mothers also gained self confidence; many even decided to go back to school. At present, HIPPY International is still based in Israel and has become an international program.

In 1989, Dorothy Rich designed a program for parents so that they could teach the "MegaSkills" to their children. She dubbed the ten "MegaSkills" components "The Never Ending Report Card." These ten components were confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem solving. Parents enrolled in a two-day workshop to learn how to foster these skills in their children. Rosow (1991) found that children of parents who participated in the workshop "spent more time on homework, spent less time watching TV, and spent more time with their parents" (p. 42). "MegaSkills" is now being used in 34 states, and more than 1,100 workshop leaders have been trained in techniques to be used when conducting parent workshops.

A program described by Hunter (1989) was made available through the national PTA. The program was called "Math Matters: Kids Are Counting on You" and the premise of this program was that parents could make a difference in their children's math abilities. Kits were provided for the enrolled parents that contained ideas easily adapted to situations at home or on family outings. Periodically throughout the year, parents received over 70 "Home Helpers" (or additional home activities). These activities were age appropriate and kits were available for preschoolers through fourth graders. The PTA funded and promoted this program with the hope that by fostering cooperation between parents and teachers, math illiteracy could be greatly diminished.

Researchers at the Center for Young Children at the University of Maryland realized the important role of parents in the lives of their children. They also understood the impact of fathers. Thus, the center created "Dad's Day at the CYC." There was a double purpose behind the program. First, by encouraging fathers to attend these sessions with their preschool children, the fathers were able to learn and practice parenting skills in many areas of their children's

lives. Secondly, research was conducted to determine the value of increased paternal participation. The center used a three part taxonomy of paternal involvement that was developed by Lamb (1986) and cited in McBride (1989). Level one involvement was engagement/interaction, one-on-one interaction between the father and his child. Level two was assessability, not direct contact with the child but availability. Level three was responsibility, an awareness by the father of all needs of the child--social, emotional, cognitive, and physical. These three involvement levels were then used as an evaluation tool at the end of the program. The program was conducted over a twelve week period of two hour Saturday sessions. The first hour was spent with each father and his child interacting while experiencing new toys, games, or foods. The second hour was spent with the fathers discussing their child's development and various aspects of parenting while their children were involved in a play group with aides from the center. This program seemed to have had a positive effect on the fathers' perceptions of their own parenting abilities. The fathers who attended these workshops were much more confident in dealing with their children and had a much

clearer understanding of the parenting role. McBride (1989) notes. "Preliminary data and self-reports of the fathers participating in the Dad's Day at the CYC program indicate that fathers are more involved with their children at Level 2 (accessibility) and Level 3 (responsibility)" (p. 18).

Ralph Waldo Emerson Elementary School in Rosemeade, California, is situated in a multi-ethnic area. Davis (1989) stated that because of the different languages being spoken by those involved at the school, home-school communication was difficult and parental involvement was limited. The staff decided to institute a program aimed at improving communication. A number of components was involved. First, a "Student of the Week" and the "Super Reader of the Week" were awarded ribbons from the PTA on a weekly basis. Secondly, frequent phone calls were made to parents to explain rewards given to their children and to indicate to them the positive efforts shown by their children. These phone calls were made in the native language of the parents being called. Third, thank you notes and letters were sent whenever a parent or student did something to help the community. Finally, parents were asked to volunteer in the school in the area of their

expertise. The response to these attempts to improve home-school relations was excellent. Davis noted: "It's hard to resist a plea for involvement when the school has acknowledged your child. After all, if your child is doing so many things right, and the school can see it, then your parental skills have been validated" (p. 22).

In 1986, Tennessee recognized a need for stronger parent-school relationships. The Tennessee General Assembly earmarked \$1,000,000 in 1986 toward a statewide effort to strengthen or develop various parental involvement programs in order to improve the benefits of a strong parent-child-school partnership. Eleven models were funded. Some districts were given funds to expand upon programs of their own that were already in place. The state also developed one model of its own. Another model screened children before they entered school and trained parents how to work with their children in areas needing remediation. One model, based on Purkey's Invitational Learning, concentrated on student self-concepts. Three models were primarily parent education programs which taught parents how to help their children in basic skills and social development. In each of these programs, a full

time home/school liaison person was used to coordinate efforts between parents and schools. In addition, three nationally validated programs were implemented. "Active Parenting" (as cited by Lueder, 1989) developed in Atlanta, Georgia, by Michael H. Popkin, used a series of videotapes to teach parents how to help their children with goal setting, decision making, and planning. "New Parents as Teachers" (as cited by Lueder, 1989), started in 1981 by the Missouri Department of Elementary and Secondary Education, is for teenage parents of infants and toddlers. This program's goals were to develop parenting skills, reduce child abuse/neglect, increase parental self-esteem, develop positive relationships between schools and these parents, and to teach these parents how to help their children learn. "Operation Fail-Safe" (as cited by Lueder, 1989) originated in Houston, Texas, in 1978. It encouraged shared accountability and emphasized parent-student-teacher conferences to raise student achievement levels. All of the above models proved to be efficacious. Lueder (1989) found that "All of the models increased the amount of time parents were involved with schools and their children's education" (p. 17). One district

model doubled the number of volunteers. Tennessee's Parent Involvement Program generated over 43,000 hours of parent participation. A parent survey showed that ninety-five percent (95%) of the 1,100 persons surveyed agreed that as a result of their program participation they were more involved in their children's education, felt better about their school, were better able to help their children, and would recommend their particular program to other parents. Over ninety percent (90%) reported that their children's skills and overall attitudes had improved, and eighty-one percent (81%) perceived an improvement in their behavior.

As study skills specialists, Jennifer M. Allen and Kimberly Koehler Freitag (1988) developed a parent-child workshop which enabled parents to participate in their child's education. During a four-hour workshop, fifth and sixth grade students and their parents learned cooperatively how to master study skills essential for academic success. Ten categories were covered: time management, goal setting, homework completion, organization, study environment, listening and following directions, note taking, reading and studying course material, and test preparation and test taking. Students' parents were taught to give

attention to building an awareness of one's thinking processes, strategies for learning, and unique personal characteristics as well as content. Methods employed during the workshops included lectures, visual aids, discussions, question/answer periods, parent-student periods, and team practice sessions in which study skills were applied. Allen and Frietag (1988) found that "the seminar evaluation forms reflect parent's satisfaction" (p. 923).

Program Design and Components

After other programs had been reviewed, the question for the authors of this project became how best to design and develop a parental involvement program suited to the needs of students and their parents in the authors' school district. It was decided that a workshop format would be used. A number of components was found in the literature that the authors felt were necessary for the development of a successful parental involvement program. The components are described below.

Williams and Chavkin (1989) state that a written policy for the program should serve as "the foundation for developing and sustaining parent involvement" (p.

18). Policy statements also explain expectations for parents and staff. After the policy is adopted, the next step is the assessment of parental needs (Pyszkowski, 1989). Topics pertinent to parental concerns are then developed for inclusion in the workshops. Various options, such as day of the week, time of day, and whether or not workshops are held on school grounds, should be utilized when scheduling the workshops. Workshops should be held at times and places "at the convenience of parents" (Fredericks, 1990, p. 425). Open lines of communication must be established and maintained between school staff and parents (Williams, 1989). This allows for a free exchange of ideas that is non-threatening and useful when planning future events and activities. After the program is ready to be implemented, community leaders are then approached for their support (Kagan, 1989; Dulaney, 1987). If they feel they can support the program, they are asked to advertise the benefits of the program, publicize meeting times and places, and provide door prizes pertaining to workshop topics. Finally, periodic evaluations must be conducted to ensure that participant needs are being met. Rasinski (1989) states, "Evaluate the program occasionally so

that past errors are not repeated and that the future builds on previous successes" (p. 85).

Suggested Program Topics

From the review of the related literature, several possible topics were identified that should be considered for inclusion in the parent workshops. These possible topics were ranked in order of importance by means of a parent questionnaire that was sent home with all kindergarten students in the district. Tabulation of these results lead to the decision to present a series of five workshops on the following topics: readiness and whole language, self-esteem, discipline, the need for satisfaction of a child's physical needs, and the effects of television on children.

Readiness, both in the areas of math and language, are of critical interest to teachers and parents. Readiness might be defined as "the extent to which the learner has the capability to profit from the experiences to which he or she is subjected" (Mouly, 1982, p. 127). This capability is affected by a child's social and emotional well-being, as well as

physiological development (including the development of the sensory organs, central nervous system, and muscular system). Learning is sequential and can take place only on the basis of previously learned skills and concepts. By providing numerous opportunities for exploration and discovery, the child's language can be greatly enhanced. Because children of this age are naturally egocentric, the child's own language is often most effective in teaching new concepts. Using the child's own language and previous experiences to teach new concepts is the basis of whole language. "Whole language is a philosophy which refers to meaningful, real, and relevant teaching and learning. Whole language respects the idea that all the language processes (listening, speaking, reading, and writing - including spelling and handwriting) are learned naturally and in meaningful context as a whole, not in little parts" (Routman, 1988, p. 26).

Today, virtually every parent and teacher would agree that self-esteem, the way a child feels about himself or herself, is very important. In the book, The Power of Positive Parenting, Mitchell and Conn (1990) state that parents are the true teachers of life and that what they teach their children about self

worth is far more important than any lesson taught in school. They must treat all children with the same respect, care, and courtesy with which they treat friends and other adults. Good communication skills, which are a direct result of positive feelings about one's self, result in productive and confident children and adults.

In our society today, many parents find themselves confronted with problems in the area of discipline. Many parents equate physical or verbal punishment with the term discipline. The term itself is not limited to the context of punishment. Children also need to be taught self-discipline and responsible behavior. Children need help in learning how to face the challenges of living. They must learn the art of self control. They should be equipped with the personal strength needed to meet the demands placed on them by their school, peer group, and later, adult responsibilities. In a day of widespread drug usage, civil disobedience, vandalism, and violence, we must not depend on hope and luck to fashion the critical attitudes we value in children. Parents need a plan for handling everyday problems with their children and a way of helping their children learn the art of self control.

Basic human and security needs must be met before children can learn effectively. "Until these basic needs are satisfied to the degree needed for the sufficient operation of the body, the majority of a person's activity will probably be at this level, and the other needs will provide little motivation" (Hersey and Blanchard, 1988, pp. 32-33). It is asserted in a recent Congressional Report "that it is unsafe to be a child in this country" (Young and Rubicam Foundation, 1991, p. 3). "American children remain the most neglected in the developed world" (Cowley, 1991, p. 18). The following statistics about our country's children are frightening and reflect some of the seriousness of the problem in American society.

- Nearly seven percent (7%) of children are born too small, many due to substance and alcohol abuse or poor prenatal care. The results can be physical problems, emotional problems, and/or learning problems (Cowley, 1991).
- Twenty percent (20%) of all American children and nearly fifty (50%) of black children live in poverty (Young and Rubicam Foundation, 1991).

- Children under five suffer more poverty than any other age group in America (Crowley, 1991).
- One million children experience divorce each year (Young and Rubicam Foundation, 1991).
- Infant mortality is 9.1 out of every 1,000 live births, and 17.6 out of every 1,000 births for black infants (Cowley, 1991).
- Thousands of children die each year from abuse or accidents (Cowley, 1991).
- Millions of children are unvaccinated (Cowley, 1991).

We must help parents understand the pressing need of providing for their child's physical needs and when necessary direct them to agencies for assistance. Until a child's physical needs are met, our effectiveness as educators will be hindered.

"Today, television has become the most pervasive and powerful influence on the human family, and at the same time, the major stumbling block to literacy in the United States" (Trelease, 1989, p. 117). Children spend more time in front of the television than in front of parents or teachers. Whether we like it or

not, television is a prime competitor for every parent and teacher and it is here to stay. Trelease (1989) quotes Paul Copperman, president of the Institute of Reading Development and author of The Literary Hoax:

Consider what a child misses during the 15,000 hours (from birth to age seventeen) he spends in front of the TV screen. He is not working in the garage with his father, or in the garden with his mother. He is not cleaning his room, washing the supper dishes, or cutting the lawn. He is not listening to a discussion about community politics among his parents and their friends. He is not playing baseball or going fishing, or painting pictures. Exactly what does television offer that is so valuable it can replace these activities that transform an impulsive, self-absorbed child into a critically thinking adult? (p. 119).

Trelease (1989) goes on to say that:

What it (television) offers is a steady stream of entertainment based on daily social and business values that would qualify most people for prison terms! Parents regularly use television as a babysitter - yet how many would hire a sitter who systematically taught children to solve most of their problems violently, to desire things they didn't need, and to lie and cheat because most of the time you'd never be punished (p. 119).

Proof? A standard achievement exam and survey given to California's entire half million sixth and twelfth graders in 1980 provided the following results. "When they correlated each child's grade with the number of hours the student spent watching television, the findings were conclusive: the more time in front of

TV, the lower the scores: the less time, the higher the scores" (Trelease, 1989, p. 120). Television actually fosters a shorter attention span. Without limits, television will control families and communities. It will limit language, dreams, and achievements. For children to be as successful as possible, we must once again tune in to families, by first turning OFF the TV!

Parental Involvement

After identifying topics, the authors then turned their attention to publicity strategies that would encourage parents to attend workshops. Fredericks and Rasinski (1990) assert that research validates the assumption that guided parental involvement can indeed positively affect a child's academic performance. Conversely, schools with high student achievement levels often have involved, supportive parents. How then can we encourage parental involvement? Fredericks and Rasinski (1990) believe that campaigning for a new parental program should be a community-wide effort. Their guidelines for a new parental involvement program include:

1. Involving parents in planning and implementation.
2. Involving other school personnel, using a team approach.
3. Ensuring directional and inspirational leadership that is shared with parents and staff.
4. Ensuring long term planning that will call for increased commitment from parents.
5. Providing a method for evaluation of each workshop.

In another article, Rasinski and Fredericks (1990) stress the importance of a publicity campaign involving the entire school community, and meeting parental needs. They suggest that parents be flooded with written and visual information, not just immediately before a workshop or meeting, but over an extended period of time before a workshop or meeting. They contend that short-term publicity campaigns will not keep parents involved. Additional suggestions for enhancing parental involvement were to use community leaders to endorse the program and to make video tapes of meetings to lend to parents. Rasinski and Fredericks also recommend giving special recognition to

involved parents. using students to help recruit parents. and involving the entire family in the program. Teachers need to concentrate on making parents feel comfortable, welcome, and relaxed, which may sometimes mean meeting OFF school grounds.

Bristor (1987) suggests using pamphlets, activities, calendars, workshops, classroom observation, resources (a check-out system), and information exchanges as methods to help encourage parental involvement. She recommends "hands-on" activities for parents. such as make-it take-it workshops that focus on ways parents can help their children with specific skills.

Why the need for another early childhood program?

The United States' Department of Education's First Lessons states it most powerfully:

Parents belong at the center of a young child's education. The single best way to improve elementary education is to strengthen parents' role (sic) in it, both by reinforcing their relationship with the school, and by helping and encouraging them in their own critical job of teaching the young. Not all teachers are parents, but all parents are teachers (Bennett, 1986a, p. 89).

CHAPTER III

PROCEDURE AND DESIGN

For three years prior to the development of this project, the authors had discussed concerns over declining kindergarten assessment scores, particularly in the areas of expressive and receptive language. After extensive review of the related literature, as well as interviews with school administrators, it was determined that concerns of our district were common to other districts. What was needed? Assessment of existing building programs led to the contention that present programs, while effective, could be enhanced by a parent education program. Parental input was elicited by means of a questionnaire (see Appendix A) which consisted of topics relative to a young child's development. This questionnaire was accompanied by a letter of explanation (see Appendix A). Tabulation of these results indicated areas in which parents felt the need for further knowledge and guidance. A workshop format was selected as the most effective means of initiating a parental education program. Five workshops were scheduled throughout the school year.

Motivating parents to attend was also a top priority when designing the workshop format. The authors considered the most effective strategies for motivating parents to attend. It was decided to provide babysitting, refreshments, and door prizes. The need for an aggressive advertising campaign was also recognized. Letters (see Appendix B) were sent to local merchants explaining the program and requesting door prizes that would promote family interactions. The letters were followed by personal visits to answer questions and collect merchandise from those willing to donate. Fliers (see Appendix C) with letters of explanation (see Appendix C) were also sent to local clergy. If they felt they could endorse this program, they were asked to display the flier. These same fliers were also sent to area day care centers, businesses, medical centers, mobile home parks, and apartment complexes. The newspaper was contacted to run an article (see Appendix D) featuring this new program and its benefits. Building and district newsletters (see Appendix E) carried information concerning the workshops. Finally, letters of explanation (see Appendix F) followed by several

notices and reminders (see Appendix G) were sent home to parents of young children.

As the workshops were planned, it was decided that each workshop would include the following components:

- a videotape of each workshop to be used by absent parents and for evaluation purposes;
- babysitting provided by a local scout troop, high school students, parent organizations, or church groups;
- registration of attendance;
- welcome and introduction of presenter(s);
- presentation of the topic(s);
- refreshments provided by attending parents (a sign-up sheet might be circulated at the first meeting);
- a question and answer period (parents may ask questions verbally or make use of a question jar);
- an evaluation period (see Appendix H); and,
- the presentation of the door prize(s).

The authors, with input from administrators and colleagues, then decided upon speakers who were knowledgeable in each area. Local university professors, other county educators, area psychologists, social service agencies, as well as fellow staff members were approached and asked to share their expertise.

The next step would be the actual implementation of the workshops. A more detailed description of individual workshops will follow the discussion of the evaluation procedures.

Evaluations will occur in two different ways. First, each individual workshop will be evaluated at the conclusion of the evening by the participants. The results will be used to improve future workshops. Secondly, a year end evaluation (see Appendix H) will be completed by all participants as well as all involved staff members and administrators.

What follows are suggestions for workshops. These specific workshops were used in the authors' district.

Workshop I

Title: Readiness. What is it? Does my child have it?

Presenters: Ms. Nadine Steele - Chapter I Teacher
Ms. Judy Evans - First Grade Teacher
Ms. Vickie Nickles - Kindergarten Teacher

Materials: Discovery Toys
Yellow Tulip Bookstore

Goals: The goals of the first workshop will be:

- to help parents understand and use a holistic approach when working with their child;
- to assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child's development;
- to help parents understand the interrelationships of language components and how they affect a child's cognitive development;
- to provide parents with developmentally appropriate games and activities that will enhance the language development of their child;
- to provide parents with the opportunity to give input that might enhance the school or future workshops.

Content: As parents arrive they will be given a resource packet (see Appendix I) containing a schedule of future workshops and an evaluation form along with a listing of

social service agencies and several inspirational poems. The term "holistic approach" will be explained. An oral presentation will be made concerning language and its influence on all other subject areas, in particular, reading and math readiness. The presentation will stress the interrelationships of listening, speaking, drawing, writing, and reading and their necessity for the young child's cognitive development. Teachers will share examples of activities that promote these areas. The effects of television on a child's language and reading development will be discussed. A question and answer period will follow to give the parents an opportunity for communication with the presenters and each other. A packet of ideas (see Appendix J) for simple games will be distributed to parents to be taken home and used with their children. Also, there will be a display of age-related toys and literature for parents to browse through and purchase if desired. At the conclusion of the meeting, an

evaluation form (see Appendix H) will be offered to parents, requesting their input on the strengths and weaknesses of the workshop. The results will be used when planning future workshops. A name or names will be drawn from those present and the door prize(s) will be awarded.

Workshop II

Title: Self-Esteem: How Can I Help?

Presenter: Dr. Diane Frye - Professor of Psychology at Wright State University, Dayton, Ohio

Goals: The goals of the self-esteem workshop will be:

- to assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child's development;
- to help parents understand the meaning of self-esteem;
- to help parents understand the importance of self-esteem in their child's emotional development;
- to teach parents strategies for helping their child develop positive self-esteem;
- to promote whole-child wellness by encouraging parents to consider self-esteem during all their interactions with their child;
- to provide parents with the opportunity to give input that might enhance the school or future workshops.

Content: The term "self-esteem" will be defined and its importance in a young child's emotional development will be explained. Parents need to understand the ramifications of a positive self-concept as well as a negative self-concept. How parents deal with their child

on a daily basis can affect a child's view of himself/herself throughout life. Ultimately, a child's self-worth is more important than what he/she is taught in school. Strategies for developing a healthy self-concept will be shared and demonstrated. A question and answer period will follow to give the parents an opportunity for communication with the presenter and each other. At the conclusion of the workshop, parents will be asked to complete an evaluation form (see Appendix H) that will be used when planning future workshops.

Workshop III

Title: Alternatives to Television
Make-It/Take-It for the Family

Presenter: Dr. Claudia Cornett, a Professor of
Education at Wittenberg University in
Springfield, Ohio

Goals: The goals of the make-it/take-it workshop
will be:

- to assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child's development;
- to provide families the opportunity to construct games and activities (for use at home) that will provide further family interaction;
- to motivate and inspire families to enjoy their time together;
- to provide families with the necessary materials to construct these games and activities;
- to provide several activity stations from which families can choose;
- to provide easily followed instructions and demonstrations;
- to provide fun family interaction time;
- to discuss the effects of excessive television viewing on the cognitive development of a child;
- to provide parents with the opportunity to give input that might enhance the school or future workshops.

Content: The workshop will begin with a lively presentation to encourage positive family interaction. The effects of excessive television viewing on the cognitive development of a child will be discussed. The speaker will discuss the positive effects of humor and laughter. Families will then have the opportunity to choose activity stations where they will construct games and activities to be used at home. To encourage a fun and relaxed atmosphere, refreshments will be available throughout the evening. At intervals during the evening, the whole group will come together for songs, finger plays, and games the children have learned at school. At the conclusion of the meeting, an evaluation form (see Appendix H) will be offered to parents, requesting their input on the strengths and weaknesses of the workshop. The results will be used when planning future workshops. A name or names will be drawn from those present and the door prize(s) will be awarded.

Workshop IV

Title: A Smorgasbord of Topics Relating to the Child's Physical Needs

Presenters: Ms. Nadine Steele, Chapter I Teacher, will discuss learning modalities

Ms. Peg Norris, Home/School Liaison Teacher, will explain her program

Ms. Donna Hohlmayer, School Nurse, will discuss health concerns

Ms. Linda Culler, Speech Therapist, will discuss speech and language development in the young child

Ms. Debbie Korab, Physical Education Teacher, will discuss physical fitness and physical development

All of the following presentations will be held concurrently. Each will be presented three times. Parents will be given the opportunity to attend three out of five presentations. At the conclusion of all the presentations, the participants will be brought together in a central location for the drawing for the door prize(s) and refreshments.

Following are the goals and content of each presentation.

Subject: Learning Modalities

Goals: The goals of the workshop on learning modalities will be:

- to assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child's development;
- to define the term "learning modalities";
- to show parents how a child's learning modality is assessed;
- to do modality testing on a volunteer parent;
- to give examples to show how modalities affect a child's learning;
- to give strategies that show parents how to use the strong modality when teaching their child;
- to give activities for strengthening weak modalities;
- to give parents the opportunity to ask questions and interact with each other and the presenter;
- to provide parents with the opportunity to give input that might enhance the school or future workshops.

Content: The term "learning modalities" will be defined. The assessment procedure used when determining learning modalities will be shown. Effects of learning modalities on a child's cognitive development will be

described. Parents will be given strategies showing how to use their child's strong modality as well as strategies to strengthen a weak modality. A question and answer period will follow to give the parents an opportunity for communication with each other and the presenter. At the conclusion of the presentation, an evaluation form (see Appendix H) will be offered to parents, requesting their input on the strengths and weaknesses of the workshop.

Subject: Home/School Liaison

Goals: The goals of the presentation on the home/school liaison will be:

- to assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child's development;
- to explain the goals of the home/school liaison program;
- to explain the services provided by the home/school liaison program;
- to share some of the program strategies used with young children;
- to provide explanations of the services provided by selected service agencies;

- to give parents the opportunity to ask questions and interact with each other and the presenter;
- to provide parents with the opportunity to give input that might enhance the school and future workshops.

Content: The goals of the home/school liaison program will be defined for parents and the services provided by the teacher will be described. Strategies that parents can use will be demonstrated. Selected social service agencies available in our area will be explained. An opportunity for questions and answers will be provided and the parents will be asked to complete an evaluation form (see Appendix H).

Subject: Health Needs of Young Children

Goals: The goals of the presentation on health needs of the young child will be:

- to assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child's development;
- to explain the symptoms of allergies and how allergies can affect a child's academic performance;

- to describe methods used in detecting hearing and visual problems, including perceptual acuity;
- to inform parents of procedures followed when problems are detected;
- to explain the importance of adequate rest and nutrition and the consequences of inadequate rest and nutrition;
- to define attention deficit disorder and hyperactivity;
- to provide parents the opportunity to ask questions pertaining to their child's health needs;
- to give parents the opportunity to complete an evaluation to be used when developing future workshops.

Content: The speaker will briefly present an overview of the following topics: allergies, hearing and visual problems, the importance of rest and nutrition, attention deficit disorder, hyperactivity, and their effect on a child's academic performance. She will then address specific concerns from the audience and go into more depth in the areas of expressed interest. An evaluation form (see Appendix H) will be provided to the participants to be used when planning future workshops.

Subject: Speech and Language Development in the Young Child

Goals: The goals of the presentation on speech and language development in the young child will be:

- to assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child's development;
- to explain how children needing speech intervention are identified;
- to explain normal speech and language development in the young child;
- to describe speech and language problems requiring intervention;
- to describe strategies parents can use with their children when working with their speech and language;
- to provide the opportunity for parents to ask questions concerning speech and language development in their child;
- to provide the opportunity for parents to complete an evaluation form to be used when planning future workshops.

Content: The presenter will describe normal speech and language development in the young child, problems requiring intervention, and strategies for parents to use when working with their children. A question and answer period will follow the presentation. Evaluation forms (see Appendix H) will be

given to parents and the results used to plan future workshops.

Subject: Physical Fitness and Physical Development of the Young Child

Goals: The goals of the workshop on physical development and physical fitness will be:

- to assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child's development;
- to explain normal physical development in the young child;
- to demonstrate strategies for parents to use to improve their child's physical fitness;
- to describe the importance of a child's physical fitness to his/her self-esteem;
- to provide an opportunity for parents to ask questions pertaining to physical fitness and physical development in the young child;
- to provide an opportunity for parents to evaluate the workshop.

Content: The presenter will explain normal physical development in the young child and demonstrate strategies for parents to use when working with their child. The importance of good physical fitness to a

child's self-esteem will be emphasized.

Parents will be given an opportunity to ask questions and fill in an evaluation form (see Appendix H) citing strengths and weaknesses of the workshop.

Workshop V

Title: Discipline: What's a Parent to Do?

Presenter: Mr. Jeff Broyles, School Psychologist and
Clark County Board of Education

Goals: The goals of the workshop on discipline will be:

- to assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child's development;
- to give parents the opportunity to choose one of three films for viewing that pertain to different aspects of discipline;
- to explain the differences between discipline and punishment;
- to give parents strategies to help them encourage self-discipline in their own child;
- to help parents understand the importance of being consistent in their discipline;
- to give parents specific strategies for dealing with misbehavior;
- to provide a question and answer period for parents;
- to give parents an opportunity to complete an evaluation of the workshop.

Content: Parents will meet in a central location to hear an overview of the workshop and to meet the presenter. Mr. Broyles will define discipline and punishment and introduce the

films. Parents will be given the opportunity to choose one film dealing with a specific area of discipline. Some choices might be a Dobson film, an assertive discipline film, or a film describing strategies for dealing with misbehavior. At the conclusion of the presentation, all participants will meet in a central area for a question and answer session under the direction of Jeff Broyles. He will also share strategies parents can use to encourage self-discipline in their children. Techniques to use with children when they misbehave will also be shared. After parents have the opportunity to complete an evaluation form (see Appendix H), a name will be drawn for the door prize(s).

CHAPTER IV
SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The research on educational programs for parents of young children provided by public schools is extremely limited. Because of declining performance on kindergarten assessments and Chapter I scores, the authors were looking for programs that would assist parents in dealing with the social, emotional, physical, and cognitive aspects of a young child -- the whole child! Although the authors were unable to find research on any program designed specifically for this purpose, they were able to combine effective components from other parent involvement efforts to design their own program. The following components were found most useful to the authors in developing their program:

1. Parent input is required to foster parental feelings of ownership, responsibility, and commitment toward the program and to encourage open lines of communication between parents and the schools.

2. A written policy stating the purpose and goals, philosophy, and format of the program is essential to effective program implementation.
3. Clear and effective leadership enables the program to be operationalized.
4. School-wide and community-wide support (including support elicited from community leaders) is essential for program effectiveness.
5. Long-term planning is essential in order to foster a well organized program and commitment to that program.
6. Logistical planning must be explicit with careful attention to the best times and locations for meetings, transportation needs, and babysitting needs.

7. A variety of techniques should be used during presentations, such as, lectures, discussion groups, a question and answer period, the use of visual aids, hands-on activities, demonstrations, the use of video tapes, and displays.
8. A video recording of each workshop presentation to be used by absent parents and for evaluation purposes should be obtained.
9. A community-wide and systematic advertising campaign should be prepared.
10. Evaluation procedures for evaluating each workshop, as well as the total program, should be articulated.

The authors chose a workshop format based on the available literature and tried to create an informal and relaxed atmosphere for the individual workshop sessions. The first time parents attended a workshop, they were given a folder of materials consisting of the schedule of workshops (which included times and places, topics, and presenters for each workshop), several inspirational poems, and an evaluation form.

Future Research

The workshops developed as part of this project offer a design that requires some systematic investigation if educators are to understand the applicability for other school contexts. Research possibilities include examining the ways in which the program meets the needs of parents at different socio-economic levels. For example, do parents of middle income families respond more positively to such a program than do parents of low income? Another research possibility is to examine the ways in which the program meets the needs of parents whose children have special needs (e.g., those requiring intervention) versus parents of children with no special needs. Also worth examining is the response from parents with two or more children compared to parents of just one child.

In conclusion, this project was developed to meet the needs of a specific district. Another school district would have to adapt ideas found here to meet its own specific needs. However, it is the authors' desire that this project might be used as a prototype by others to generate ideas.

APPENDICES

APPENDIX

A

KINDERGARTEN PARENTS' QUESTIONNAIRE

Please rank the following topics according to your need for information and suggestions for improving your child's performance in these areas. Rank as follows:

- 1 = no need
- 2 = little need
- 3 = some need
- 4 = great need

T O P I C S

- _____ 1. Language development
- _____ 2. Listening skills
- _____ 3. Reading Readiness
- _____ 4. Managing and disciplining my child
- _____ 5. Building self-esteem in my child
- _____ 6. Using "hands-on" materials to help my child
- _____ 7. Developing my child's writing skills
- _____ 8. Whole language
- _____ 9. Gross motor (large muscle) development
- _____ 10. Developing my child's drawing abilities
- _____ 11. Health concerns
- _____ 12. Math readiness
- _____ 13. Learning styles
- _____ 14. Other _____

NORTHWESTERN ELEMENTARY SCHOOL

MRS. MARY ANN JUNG

• PRINCIPAL •

(513) 964-1351

May 29, 1991

Dear Families,

This is a request for your help based upon your expertise as parents. Next school year, we intend to implement a program designed to help parents practice skills needed to work with their children in scholastic, social, and emotional situations.

Since we want this program to reflect the needs of the parents and caretakers involved, we are asking you to take a few minutes to fill out the questionnaire on the following page using your experience of the past year as a basis for your response. We have listed possible topics which we, as teachers, feel should be addressed. There is also a space provided for you to write in additional topics you feel would be beneficial to next year's kindergarten parents. We will use these questionnaires to set up our program for the next school year.

Our goal is to provide fun, relaxed, and informative meetings for mothers and fathers where learning and sharing can freely take place. Our children are our most important resource and we must all work together to shape their futures. Please return this questionnaire by Thursday, May 30.

Sincerely,

Mary Ann Jung,
Elementary Principal

The Kindergarten Teachers
Judy Evans
Tracie Steele

5780 TROY ROAD • SPRINGFIELD, OHIO 45502

APPENDIX

B

NORTHWESTERN ELEMENTARY SCHOOL

MRS. MARY ANN JUNG

PRINCIPAL

(513) 664-1261

October 7, 1991

Dear Area Merchants,

Northwestern Elementary School is implementing an exciting new program for parents of young children. Kids and Parents Under Construction has been designed to strengthen families by assisting parents in their role as their children's first and most influential teachers. The program will consist of five workshops including the following topics; readiness, self-esteem, discipline, language development, and physical wellness. Because we believe so strongly in this program we would like to encourage parental attendance by offering door prizes pertaining to the topic of the evening or items promoting family interactions. We are asking several area merchants to show their support of our children by donating merchandise. We feel your store carries many items that would benefit parents in the difficult task of parenting. During the afternoon of October 14, we will be visiting these local merchants to collect items from those willing to donate. Any support is greatly appreciated.

Thank you,

Mary Ann Jung, Principal
 Charles F. Cornett
 Dept.

Developer
 Nadene Steele
 Developer
 Judy Evans
 Developer
 Vickie L. Nickles

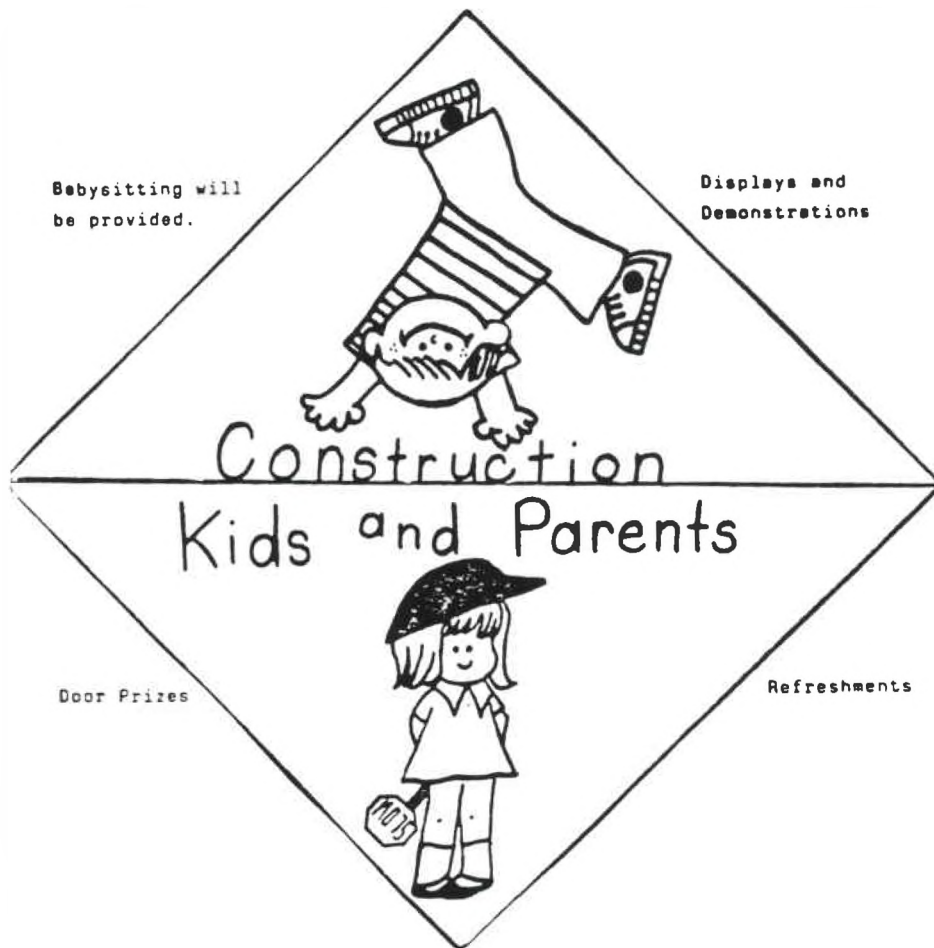
5760 TROY ROAD • SPRINGFIELD, OHIO 45502

APPENDIX

C

IT'S NEW! IT'S EXCITING!

A Program for Parents of Kindergarten and Young Children!



NORTHWESTERN ELEMENTARY SCHOOL 5780 TROY RD.
Questions? Call 964-1351

October 15, 1991 (7:30-9:00 p.m.)	READINESS: WHAT IS IT? DOES MY CHILD HAVE IT?
NOVEMBER 12, 1991 (7:00-8:30p.m.)	SELF-ESTIEM: HOW CAN I HELP?
JANUARY 30, 1992 (7:00-9:00 p.m.)	MAKE-IT TAKE-IT for the WHOLE FAMILY
MARCH 5, 1992 (7:00-8:30 p.m.)	A SMORGASBORD of TOPICS

NORTHWESTERN ELEMENTARY SCHOOL

MRS MARY ANN JUNG • PRINCIPAL • (513) 964-1351

5780 TROY ROAD • SPRINGFIELD, OHIO 45502

Dear Pastors,

Northwestern Elementary is implementing an exciting, new program for parents of young children. If you would feel comfortable endorsing this program please share the following letter and display the poster with your congregation.

Sincerely,

M.A. Jung
Principal

Charles A. Conner
Superintendent

Jeanne Cross
Developer

Victoria L. Nickles
Developer

Nadine Steele
Developer

NORTHWESTERN ELEMENTARY SCHOOL

MRS. MARY ANN JUNG

• PRINCIPAL •

(513) 964-1351

October 7, 1991

Dear Pastor and Congregation,

Northwestern Elementary School is implementing an exciting new program for parents of young children. "Kids and Parents Under Construction" has been designed to strengthen families by assisting parents in their role as their childrens' first and most influential teachers.

The program will endorse this philosophy found in the United States' Department of Education's document, What Works: "Parental involvement helps children learn more effectively." "Parents belong at the center of a young child's education. The single best way to improve elementary education is to strengthen parents' role in it, both by reinforcing their relationship with the school, and by helping and encouraging them in their own critical job of teaching the young. Not all teachers are parents but all parents are teachers." The program will consist of five workshops dealing with the following topics:

- October 15 "Readiness: What is It?
Does My Child Have It?"
- November 12 "Self-Esteem: How Can I Help?"
- January 30 "Make-It Take-It for the Whole Family"
- March 5 "A Smorgasbord of Topics: Modality
Vision
Hearing
Allergies
Attention
Sensorimotor
Nutrition"
- April 7 "Discipline: What's a Parent to do?"

All workshops will be held at Northwestern Elementary. Babysitting will be provided during the workshops. If you have questions please contact the school at 964-1351.

5780 IROY ROAD • SPRINGFIELD, OHIO 45502

APPENDIX

D

New program initiated

Northwestern Elementary School is implementing a new program for parents of young children. "Kids and Parents Under Construction" has been designed to strengthen families by assisting parents in their role as their children's first and most influential teachers.

The program will endorse this philosophy found in the U.S. Department of Education's document "What Works:" "Parental involvement helps children learn more effectively. Parents belong at the center of a young child's education. The single best way to improve elementary education is to strengthen parents' role in it, both by reinforcing their relation-

ship with the school, and by helping and encouraging them in their own critical job of teaching the young. Not all teachers are parents but all parents are teachers."

The program consists of workshops dealing with the following: "Self-Esteem: How Can I Help?" Nov. 12; "Make-It Take-It for the Whole Family" Jan. 30; "A Smorgasbord of Topics: Modality, Vision, Hearing, Allergies, Attention, Sensorimotor, Nutrition" March 5; and "Discipline: What's a Parent to Do?" April 7.

All workshops will be held at Northwestern Elementary. Babysitting will be provided. For details, call the school at 964-1351 and ask for Vickie Nickles.

APPENDIX

E

Information to the Community through the District's
Newsletter

Kindergarten Parent Club is
Formed

As part of their Master's Degree requirements three teachers, Nadine Steele, Vickie Nickles and Judith Evans, have developed a parent education program for kindergarten parents.

The first workshop, "Readiness: What Is It? Does My Child Have It?" was presented October 14. The next workshop will be November 12 at 7:00 p.m., at which time, Dr. Diane Frey, Wright State Professor and a Psychologist, will address the topic, "Developing Self-Esteem in Children." ALL KINDERGARTEN PARENTS ARE URGED TO ATTEND.

Notice from a Building Newsletter

Northwestern Elementary School is implementing a new program for parents of young children, "Kids and Parents Under Construction". The program consists of a series of workshops, the next of which will be held November 12 at 7:00 P.M. in the elementary library. Dr. Diane Frey will speak on "Self Esteem: How Can I Help?". Dr. Frey is a Professor of Psychology at Wright State University and also has her own private practice. She is an energetic, enlightening speaker. She's better than DONAHUE, better than Monday Night Football, although football fans will be out of here before 9:00 P.M. EVERYONE IS INVITED - ALL PARENTS WILL ENJOY THIS PROGRAM. Door prizes will be given, such as a gift certificate for dinner at The Mill, a turkey, a book by John Rosemond from Walden's Bookstore, etc. JOIN US! For details call Vickie Nickles at 964-1351.

APPENDIX

F



IT'S NEW!

"KIDS AND PARENTS UNDER CONSTRUCTION"

We invite you to attend "Kids and Parents Under Construction," a new program designed to assist parents in dealing with the social, emotional, physical, and intellectual aspects of their young child - the whole child! We hope you will find new ideas and information that will be useful when working with your child at home. Our philosophy is taken from the United States' documents, *First Lessons* and *Best Works*, both published under William Bennett:

"Parents belong at the center of a young child's education. The single best way to improve elementary education is to strengthen parents' role in it, both by reinforcing their relationship with the school, and by helping and encouraging them in their own critical job of teaching the young. Not all teachers are parents, but all parents are teachers."

"Parental involvement helps children learn more effectively." "Parents are the child's first and most influential teachers. If parents are not effective teachers, then in most cases the school will have far greater difficulty being effective."

The program will consist of five workshops. The first workshop, "Readiness. What Is It? Does My Child Have It?" will be presented by Nadine Steele, Northwestern Chapter I teacher, Judy Evans, Northwestern first grade teacher, Vickie Nickles, Northwestern kindergarten teacher, Yellow Tulip Bookstore, and Discovery Toys on Tuesday, October 15 at 7:30 in the gym. Babysitting will be provided. Enjoy an evening with refreshments and door prizes. Plan now to attend and receive a schedule of future workshops. Feel free to bring a friend with you. We have lots of surprises in store!

Sincerely,

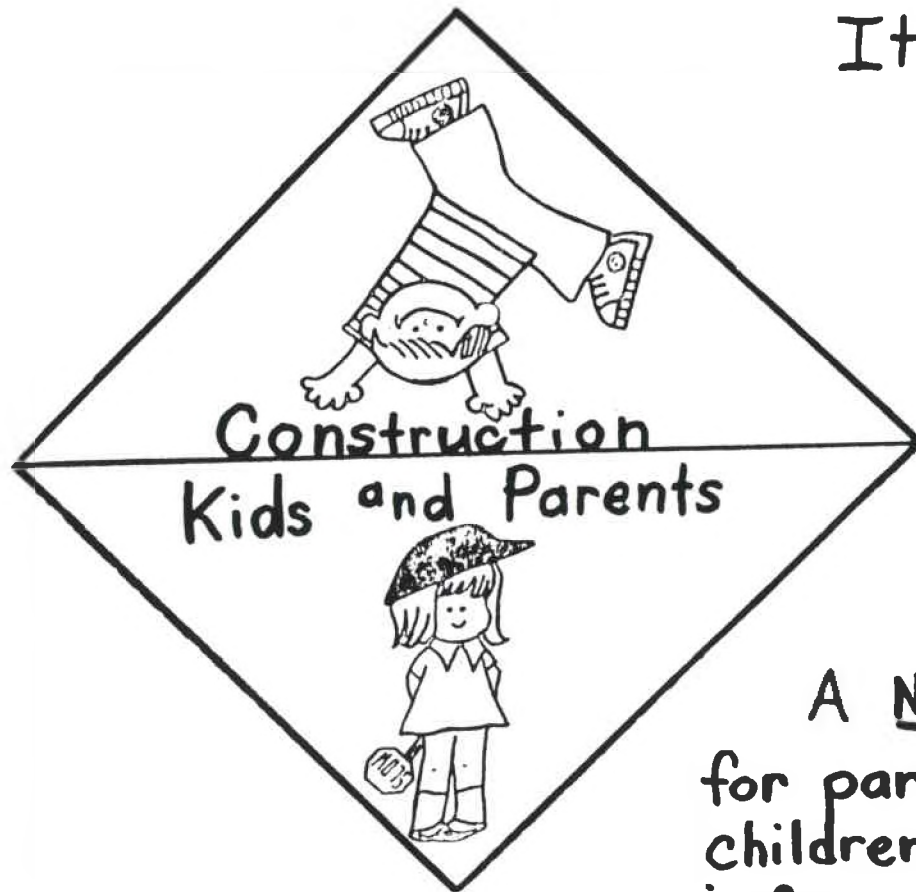
Nadine L. Steele

Judy Evans

Vickie L. Nickles

APPENDIX

G



It's New!

It's Exciting!

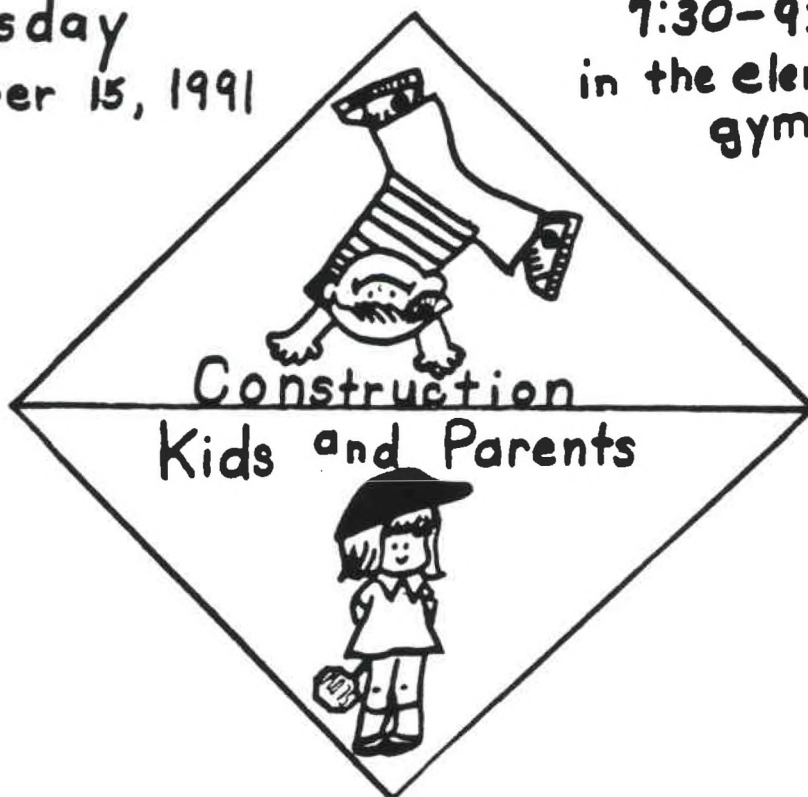
Coming Soon!
(Tuesday, October)
15th

A New Exciting Program
for parents of kindergarten
children. Watch for more
information next week!

A New, Exciting Program for Parents
of Kindergarten Children!

Tuesday
October 15, 1991

7:30-9:00 p.m.
in the elementary
gym



Babysitting
provided

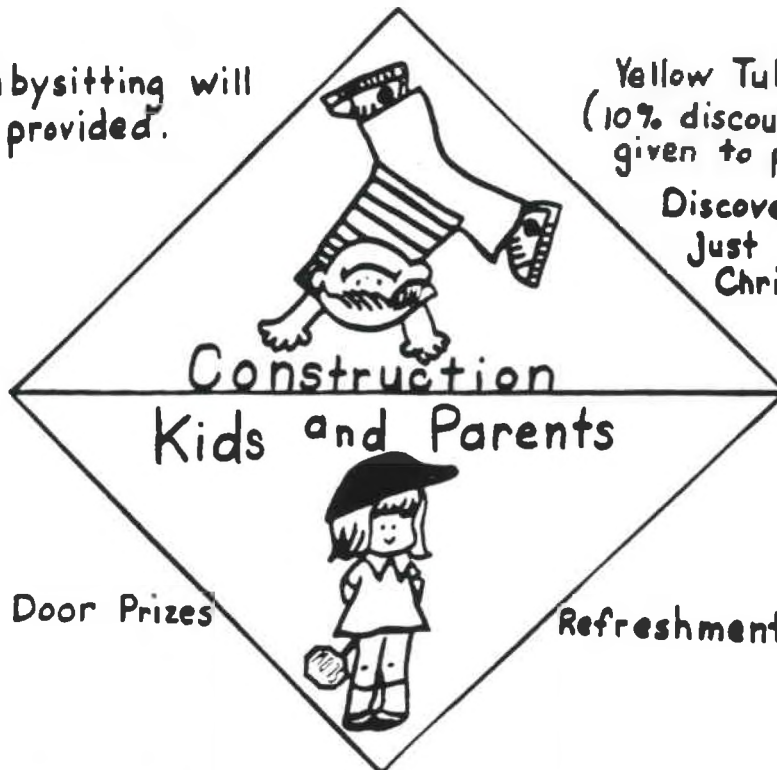
Readiness: What is it?
Does my child have it?

It's New, It's Exciting It's Here!

Babysitting will
be provided.

Yellow Tulip Books
(10% discount will be)
given to parents

Discovery Toys
Just in time for
Christmas!



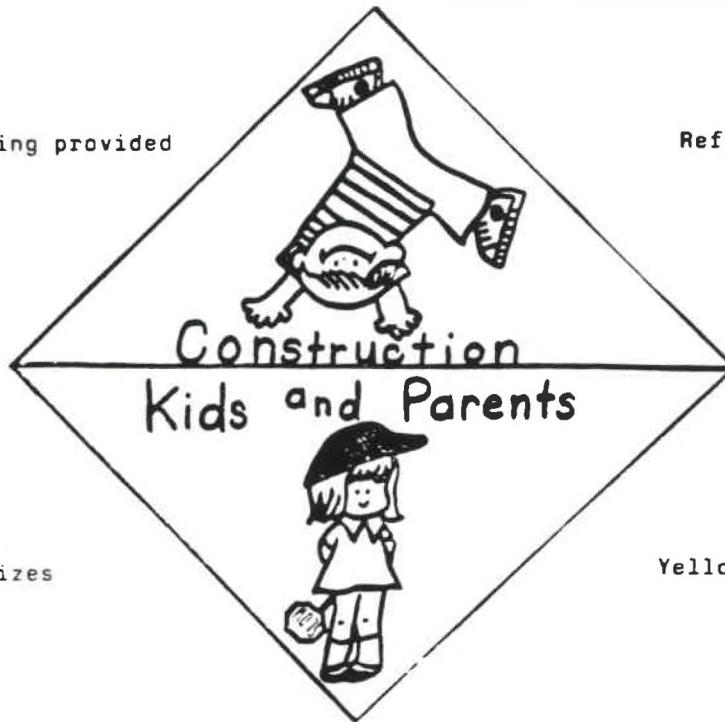
7:30-9:00 p.m. Tonight, Tuesday, October 15th

Readiness: What is it?
Does My Child Have It?

Hope You Can Attend!

Babysitting provided

Refreshments



Door Prizes

Yellow Tulip Books

KIDS AND PARENTS UNDER CONSTRUCTION

Workshop II

TOPIC

SELF-ESTEEM: HOW CAN I HELP?

DATE & TIME

Tuesday, November 12, 1991

7:00-8:30 p.m.

PRESENTER

Dr. Diane Frye is a Professor of Psychology at Wright State University. At one time she taught in the public schools. Dr. Frye has a private practice in the Dayton area in which she has helped many children and adolescents.

APPENDIX

H

**KIDS AND PARENTS UNDER CONSTRUCTION WORKSHOPS
WORKSHOP EVALUATION**

1. What did you like best about the workshop?

2. What activity provided you with information most helpful to you?

3. What did you like least about the workshop?

4. What activity could be eliminated if this workshop were conducted another time?

5. What would you suggest be added or given more time were this workshop conducted again?

6. Please check the following.

The workshop was:

- Fair
 Okay
 Good
 Very Good

Workshop _____ Date _____

KIDS AND PARENTS UNDER CONSTRUCTION

End of Year

Parent Evaluation

Please answer "YES" or "NO" to each of the following questions.
Add any explanation you feel is necessary.

- _____ 1. I/We made an effort to plan special activities for the family during the program.
- _____ 2. I/We were more aware of the school work our child was doing.
- _____ 3. We talked together with our child about corrected papers, helping him/her see the reason for mistakes.
- _____ 4. We attended a parent/teacher conference during this program.
- _____ 5. We have made a special time each day to talk to our child about his/her interests and concerns.
- _____ 6. Homework is being finished without as much pushing.
- _____ 7. Extra projects for school can be fun and do not have to be from a textbook.
- _____ 8. Your child is showing more organizational skills.
- _____ 9. We have seen a noticeable change in our child's attitude toward school. (If yes, please describe)

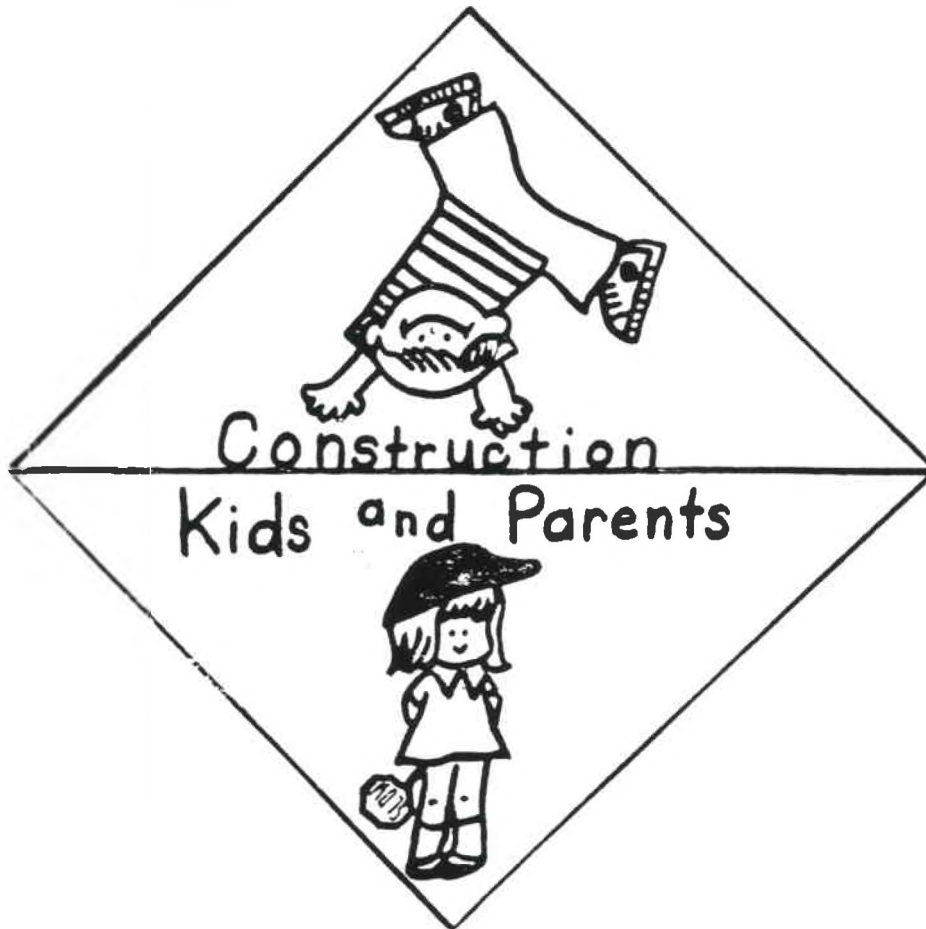
Was there anything you experienced from the program that you found helpful which we can share with other parents? Feel free to list more than one!

List any concerns which you have developed as a result of the program.

APPENDIX.

"KIDS and PARENTS
UNDER CONSTRUCTION"

WORKSHOPS



NORTHWESTERN ELEMENTARY SCHOOL

1991-1992

The greatest natural resource that
any country can have is its children.

Danny Kaye



Dear Parents,

As educators of young children at Northwestern Elementary, the authors have become more aware of the ever increasing need for parental involvement in the lives of young children.

The United States' Department of Education's document, WHAT WORKS, states that "parental involvement helps children learn more effectively" and that "parents are the child's first and most influential teachers."

The authors have developed "Kids and Parents Under Construction" workshops for the primary purpose of assisting parents of kindergarten children in using a holistic approach (working with the mental, physical, social, and emotional aspects of the child) in educating their children.

We sincerely hope these workshops will strengthen the partnership between parents and teachers as together we find ways to work more effectively with children at home and school.

Sincerely,

Judy Evans, Vickie Nickles, Nadine Steele

FIDS AND FAMIIMS UNDER CONSTRUCTION WORKSHOPS
 1991-1992 School Year at a Glance

	<p style="text-align: center;">Aug.</p>	<p style="text-align: center;">Sept.</p> <p style="text-align: center;">Oct.</p> <p>Tuesday, 15th 7:30-9:00 p.m. Readiness? What is it? Does my child have it?</p>
<p style="text-align: center;">Nov.</p> <p>Tuesday, 12th 7:00-8:30 p.m. Self-Esteem: How can I help?</p>	<p style="text-align: center;">Dec.</p>	<p style="text-align: center;">Jan.</p> <p>Thursday, 30th 7:00-9:00 p.m. Make-it Take-it for family</p>
<p style="text-align: center;">Feb.</p>	<p style="text-align: center;">Mar.</p> <p>Thursday, 5th 7:00-8:30 p.m. A Smorgasbord of Subjects: Gross motor, language development hearing, vision, modality</p>	<p style="text-align: center;">Apr.</p> <p>Tuesday, 7th 7:00-8:30 p.m. Discipline: What's a parent to do?</p>
<p style="text-align: center;">May</p>	<p style="text-align: center;">June</p>	<p style="text-align: center;">July</p>

WORKSHOP

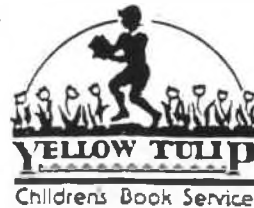
TOPIC: Readiness: What Is It?
Does My Child Have It?

DATE & TIME: TUESDAY, OCTOBER 15, 1991
7:30-9:00 p.m.

LOCATION: NORTHWESTERN ELEMENTARY GYM

PRESENTERS: Judy Evans (1st Grade Teacher)
Vicki Nickels
(Kindergarten Teacher)
Nadine Steele
(Chapter I, Reading Recovery
Teacher)

DISPLAYS: Yellow Tulip Bookstore
247-½ Xenia Ave.
Yellow Springs, Ohio
513-767-7755



DISCOVERY TOYS: BRENDA SHEEHAN

REFRESHMENTS: Judy, Vicki, Nadine

CLOSING THOUGHT

You can teach a lesson for a day, but if
you teach curiosity, you teach for a lifetime.

WORKSHOP

TOPIC: Self-Esteem: How Can I Help?

DATE & TIME: TUESDAY, NOVEMBER 12, 1991
7:00-8:30 p.m.

LOCATION: NORTHWESTERN ELEMENTARY LIBRARY

PRESENTER: Dr. Diane Frye

Dr. Frye is a Professor of Psychology at Wright State University. She also has a private practice in the Dayton area.

REFRESHMENTS:

CLOSING THOUGHT

They may forget what you said but they will never forget how you made them feel.

WORKSHOP

TOPIC: Make-It-Take-It for the Family

DATE & TIME: THURSDAY, JANUARY 30, 1992
7:00-9:00 p.m.

LOCATION: NORTHWESTERN ELEMENTARY GYM

PRESENTER: Dr. Claudia Cornett

Dr. Cornett is a Professor of Education at Wittenburg University. Parents will experience a very delightful and motivating evening.

REFRESHMENTS:

CLOSING THOUGHT

I Hear.....I Forget
I See.....I Remember
I Do.....I Understand

WORKSHOP

TOPIC: A Smorgasbord of Subjects

DATE & TIME: THURSDAY, MARCH 5, 1992
7:00-8:30 p.m.

LOCATION: NORTHWESTERN ELEMENTARY LIBRARY

- PRESENTERS:**
- 1. GROSS MOTOR SKILLS**
Debbie Korab
(Physical Education Teacher)
 - 2. LANGUAGE DEVELOPMENT**
Linda Culler
(Communication Specialist)
 - 3. NUTRITION, HEARING, VISION,
ALLERGIES AND ATTENTION**
Donna Hohlmayer
(School Nurse)
 - 4. PROGRAMS TO ASSIST PARENTS**
Peg Norris
(Basic Skills Instructor,
Home Liaison)
 - 5. SENSORIMOTOR, MODALITY**
Nadine Steele
(Chapter I, Reading Recovery)

REFRESHMENTS:

CLOSING THOUGHT

The nice thing about teamwork is that you
always have others on your side.

WORKSHOP

TOPIC: Discipline: What's a Parent to Do?

DATE & TIME: TUESDAY, APRIL 7, 1992
7:00-8:30 p.m.

LOCATION: NORTHWESTERN ELEMENTARY LIBRARY

PRESENTER: Jeff Broyles

Jeff is a School Psychologist
for the Clark County Schools.
Parents will have opportunity
to ask questions concerning
discipline.

REFRESHMENTS:

CLOSING THOUGHTS

It is better to build children than to
repair adults.

SUPPORT SERVICES

ALANON

323-8989

Services Provided:

For families and friends of alcoholics. This is an educational and support group for those who live with, or are close to, an alcoholic or someone with a drinking problem.

ASSOCIATION FOR CHILDREN AND ADULTS WITH LEARNING DISABILITIES FOR SPRINGFIELD AND CLARK COUNTY

P.O. Box 1013
Springfield, Ohio 45501

Services Provided:

This is an organization composed of parents, teachers, psychologists and other interested persons, that focuses on the area of Learning Disabilities. Monthly meetings are held. A support group for young adults is currently meeting.

CLARK COUNTY RECREATION

328-2590

527 E. Home Rd.
Springfield, Ohio 45503

Director: Mark Miller

Services Provided:

Recreational activities are offered throughout Clark County for citizens of all age groups. Programming includes activities for children (5-12), youth (13-18), adults, senior citizens, and the handicapped.

BIG BROTHERS/BIG SISTERS

322-5437
(KIDS)

Carriage House Square
217 S. York St.
Springfield, Ohio 45505

Director: David Ellinger

Services Provided:

The purpose of the program is to provide additional friendship, guidance, and positive role modeling to single parent children between the ages of 7 and 15. Children are matched with carefully screened volunteers who establish a one-to-one friendship with their little brother/sister. Weekly outings are usually planned. Services are free.

**COMMUNITY HOSPITAL HEALTH CARE CENTERS
(formerly Neighborhood Church Clinic & Grace B. Myers)**

Executive Director: David Knowlton

Adult Health Center 328-5277
144 W. Pleasant, Springfield, Ohio 45506

Provides health care for adults, 5 days a week. The center operates on a sliding fee scale, with a minimum charge of \$8. They try to help with prescriptions, when able.

Pediatric Health Center 328-5273
144 W. Pleasant, Springfield, Ohio 45506

Provides health care for children on a sliding fee scale (no minimum charge). Clinic hours are 5 days a week (call for specific times). They will try to help with prescriptions when able.

FAMILY LIFE EDUCATION 328-2088

50 E. McCreight

Contact: Kathy Hall

This program is available to any Clark County parent, and offers weekly classes for the development of parenting and homemaking skills (nutrition, clothing, consumer awareness, parent/infant interaction, etc.). A structured developmental nursery is available for children who attend classes with their parents. All services are free, and transportation can be provided for those eligible for services.

**MIAMI VALLEY CHILD DEVELOPMENT
CENTER, INC. (HEAD START)** 325-2559

Administrative Offices
712 N. Fountain
Springfield, Ohio 45504

CENTERS:

221 W. College (Bambi's Corner) 325-1799
526 Murray (Sherman Court Center) 322-5110
570 E. Leffel (Clark Technical College Center) 325-7022

NEW PARENTS AS TEACHERS (NEW PAT) 328-2095

50 E. McCreight

Contact: Donna Lord

This program offers support and information to any parent having a child three years of age or younger. They provide home visits, group meetings, screening, special programs, and a Parent Resource Center. All services are free of charge.

PARENTS OF SPECIAL CHILDREN

Contact: Mary Parrott 399-7104

Services Provided:

An informal group whose sole purpose is to provide informational and emotional support to parents of children with mental, physical, emotional and/or learning disabilities.

PARENTS WITHOUT PARTNERS (PWP)

323-1400

P. O. Box 514
Springfield, Ohio 45501

Services Provided:

Provides support for single parents. Offers educational and social activities for single parents and their children. Assists people through first phase of death of spouse and/or divorce.

PARENT-INFANT CENTER

322-4939

1601 Sheridan Ave.
Springfield, Ohio 45505

Director: Ruth Folz

Services Provided:

This program focuses on meeting the needs of parents during pregnancy, childbirth, and the infant period. All services are free of charge

TOTS CONNECTION324-8687
(TOTS)

Services Provided:

Offers centralized intake and referral, and service coordination for families having children 5 years of age or younger that are "high risk" for medical, psychological, educational, or developmental problems.

TOUGH LOVE/TOUGH LOVE KIDS GROUP

399-9666

c/o PACT (Parents & Children Together)
206 O'Connor Lane
Springfield, Ohio 45504

Contact: Gayle Robinson

ALL I EVER REALLY NEEDED TO KNOW I LEARNED IN KINDERGARTEN

by Robert Fulghum

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate mountain, but there in the sandbox at nursery school.

These are the things I learned. Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup — they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation, ecology and politics and sane living.

Think of what a better world it would be if we all — the whole world — had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and clean up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

APPENDIX

J

LISTENING ACTIVITIES

1. Give your child 3 to 5 directions. Have your child repeat them back to you and then do what the directions ask him/her to do. Increase the difficulty as your child becomes more proficient.
2. Make a quiet/ loud book. Use pictures from magazines or draw the pictures. Brainstorm with your child what might belong on the pages.
3. Use your hands to make rhythm patterns. Use a series of claps, snaps, and taps and have your child repeat them. Increase their complexity as your child gains in proficiency.
4. Give the children activities to pantomime.
5. Make listening jars out of empty pill bottles or film cans. You will need at least 10 bottles. Fill 2 different bottles with one thing. Some good fillers would be rice, pennies, small stones, tacks, or nails. The children must match the bottles by shaking them and listening to their sound.
6. Play "what happens next". Tell the children a short story but stop before you reach the end. The child must then finish the story by telling what would happen next.
7. Spend a minute or two with your child in a completely quiet room. At the end or the designated time, have your child name the sounds he/she heard.



**I'm
All
Ears**



Activities to Promote Language Development

1. Set T.V. limits!
2. Read to your child everyday! Sometimes ask your child to predict what will happen next, before you turn the page. Afterwards, ask your child to retell the story in his/her own words. You want your child to associate books and reading with happy occasions and pleasant experiences. Visit the library often.
3. Answer your child's questions with the intent of educating him/her.
4. Talk often with your child and listen carefully.
5. Tell and retell family stories that your child can pass on. These stories are valuable! They are part of your child's heritage.
6. Give many opportunities for your child to express him/herself creatively (painting, modeling with play dough or clay, simple carpentry, collage construction, etc.).
7. Make a point to teach your child new vocabulary during new experiences. Expose them to a wealth of verbal expressions, ideas, and concepts. New experiences may include baking, dusting, sweeping, setting the table, a trip to the zoo, grocery, post office, bank, a restaurant, the airport, a farm, a lake, river, or the ocean, mom or dad's work, vacations, helping dad in the garage, etc.
8. Provide real experiences with plants and animals and their growth and care.
9. Encourage independence by giving your child opportunities to make choices (perhaps about the clothes they wear or how he/she would like their room arranged), solve problems, take risks, make their own mistakes (that's how we learn!), and to set goals.
10. Give your child the personal reinforcement necessary for the development of a healthy and self-satisfying self-concept.
11. Use puppets to encourage prolonged conversations. (Pattern included.)

12. Give books as gifts. Provide your child with lots of good picture and easy-to-read books. Look for books with patterns and repetition.
13. Encourage your child to dictate stories to you and also to draw and/or write his/her own stories.
14. Have your child dictate letters to friends or loved ones. Children need real reasons to write!
15. Play games with rhyming words and beginning and ending sounds of words.
16. Provide word cards of your child's favorite words or names of loved ones.
17. Give any help requested in identifying letters or whole words.
18. See to it that your child knows nursery rhymes and fairy tales. They are full of language! (Also, finger plays and songs).
19. Provide your child with a writing/drawing area at home. Supply markers, crayons, chalk, water paints, felt tip pens, an old typewriter, paper (different sizes and colors), pencils, chalkboards, blank books, picture dictionaries, etc.
20. Allow your child plenty of time for creative play. Children mimic adult language during these times. Be sure that you are modeling correct language usage.



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