Parent Involvement in School-Wide Social Skills Instruction: Practice and Perceptions of a Home Note Program

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Abstract

If students are to become proficient at using social skills, parents must be involved in teaching and reinforcing these skills at home. Parent involvement is associated with increased student success, especially when it includes a two-way exchange of information between home and school. As the traditional family has changed, new methods of eliciting parent involvement are needed. This article presents a description and evaluation of a school-wide home note program used to encourage generalization of social skills taught in school to home settings. Teachers (n = 20), parents (n = 107), and students (n = 383) at an elementary school in the western United States completed a survey asking them to rate the program in the following areas: favorability, effectiveness, ease of use, and desirability of continued use. Parents had highly favorable perceptions of the program, while students and teachers rated it somewhat favorably. Students and parents reported that home notes helped improve social skills. A majority of respondents agreed that home notes were easy to implement and should continue to be used. Implications for implementing a home note program are discussed.

Original Publication Citation

BYU ScholarsArchive Citation
Adams, Michael B.; Womack, Sue A.; Shatzer, Ryan H.; and Caldarella, Paul, "Parent Involvement in School-Wide Social Skills Instruction: Practice and Perceptions of a Home Note Program" (2010). Faculty Publications. 839.  
https://scholarsarchive.byu.edu/facpub/839

Document Type
Peer-Reviewed Article  
Publication Date
2010-01-01  
Permanent URL
http://hdl.lib.byu.edu/1877/2745

Publisher
MDPI  
Language
English  
College
David O. McKay School of Education  
Department
Center for Improvement of Teacher Education and Schooling  
Copyright Status
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http://lib.byu.edu/about/copyright/
Parents' involvement in their children's schooling is associated with children's school success, with the positive effects of parent involvement having now been demonstrated. Many researchers have emphasized that family or parental involvement is essential to ensure healthy child development such as cognitive, intellectual development, academic achievement and psychological adjustment in school settings. There is a growing body of literature considering on parental involvement in education and this study has been focused on the effects of parental involvement that have the strongest... and parents' perceptions of practices between family and schools. The six types of partnership. School-based parent involvement includes participation in school-based events like field trips, activities, and workshops, or volunteering in the classroom. Parent involvement has the potential to bolster school readiness in children from disadvantaged families and reduce the income-achievement gap. In fact, home- and school-based parent involvement facilitate pre-academic skills and social competence during preschool (Miedel and Reynolds, 1999; Fan and Chen, 2001; Dearing et al., 2004; McWayne et al., 2004; Gonzalez-DeHass et al., 2005; Van Voorhis et al., 2013). Literature Review Parent Involvement Practices of Teachers and Administrators. Parent involvement may be viewed as multidimensional due to the fact that researchers have utilized various models and definitions (Pelco, Jacobson, Ries, & Melka, 2000). Home-school communication which must be addressed when creating and implementing programs (Bauch & Goldring, 2000). In order to foster parent involvement, school districts' practices and policies should build trust between families, teachers, and administrators (Feuerstein, 2000). The research on teacher efficacy and parent involvement provides evidence of a connection between the two (Dembo & Gibson, 1985; García, 2004; Hoover-Dempsey et al., 1987). "Parent Involvement Program in Middle Schools Helps Students Gain Awareness and Knowledge of Artists and Paintings." CREMS (June 1989): 7-9. Hamilton-Lee, Muriel. Please note that this site is privately owned and is in no way related to any Federal agency or ERIC unit. Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site. Parental involvement in school has emerged as an important issue in children's functioning in school. In general, research demonstrates that parental involvement in children's education is a major predictor of school success and exerts a powerful impact on school attainment and adjustment (Kirkhaug et al. [2013]; Desforges and Abouchaar [2003]; Weiss et al. [2009]; Schwartz et al. Parental involvement in school activities is reported to cause improved behavior and attitudes, better emotional adjustment and greater well-being (Hornby and Witte [2010]) and improved social competence (Hill and Craft [2003]). As a result, the additional factors related to parent involvement and perception of student performance is numbered from B51 to B57.