

Parental Involvement during Adolescence

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The plan...

- Definitions of parental involvement?
- Why might it be different for adolescence?
- Existing evidence of developmentally appropriate involvement (Hill & Tyson, 2009)
- Calling in experts—teachers, parents, researchers, policy makers! (Hill & Chao, 2009)
- A new framework/measure—listening to the voices of teens, parents, & teachers (Hill, Witherspoon, & Teo, in prep)

What is parental involvement in school?

...

- “parents’ work with schools and with their children to benefit their children’s educational outcomes and future success.” (Hill et al., 2004)
- “the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities.” (NCLB; 107th Congress, 2002, section, 910-1, para 3)

Why might involvement need to be different for adolescents?

In 2nd Grade...

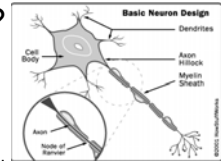
THE FAMILY CIRCUS



Oct. 25, 2009

Why might involvement need to be different?

1. Adolescents' Development
 - Cognitive development
 - Social development
 - Biological development
2. Changes in parent-adolescent relationships and parenting goals
 - Areas of control
 - Conflict
3. Changes in school structure between elementary and middle school
 - Larger, more diverse
 - Departmental instruction—more teachers



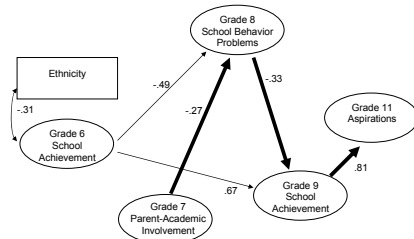
What evidence confirms that involvement might need to be different for adolescents?

Hill, et al. (2004). *Child Development*

Longitudinal Study Across Middle and High school

- 7th grade parental involvement
- 8th grade school behavior
- 9th grade grades/test scores
- 11th grade aspirations

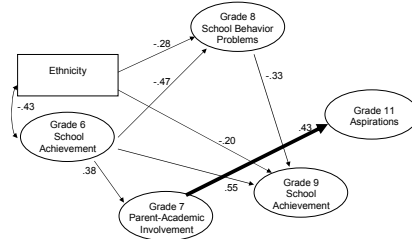
College educated parents



Total N=463, $\Delta\chi^2(26)=62.57, p < .0001$; unconstrained model: CFI = .98, RMSEA = .06

Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. & Pettit, G. (2004). Parent-Academic Involvement as Related to School Behavior, Achievement, and Aspirations: Demographic Variations across Adolescence. *Child Development, 75*(4), 1491-1509.

Parents without College Degree



Total N=463, $\Delta\chi^2(26)=62.57, p < .0001$

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Conclusions

- Parental involvement for college educated parents was more effective in enhancing school behavior, achievement, and aspirations
- For parents without a college degree, involvement instilled goals for upward mobility, but not the preparation
- KEY QUESTION: What are the college educated parents doing that the non-college educated parents are not?

What evidence is there from the existing research?

A Meta-Analysis of Existing Research

Hill & Tyson, (2009) *Developmental Psychology*

Meta-Analysis: Literature Search

- **Search Strategies**
 - PsychInfo, ERIC, Dissertation Abstracts, Sociological Abstracts
 - Hand searches
 - American Education Research Journal, Child Development, Developmental Psychology, Journal of Educational Psychology, Journal of Youth and Adolescence, Journal of Research on Adolescence
 - Key researchers in the field
 - Descendant searches on major papers
 - Ancestry searches on current relevant work (5yrs.)
 - Direct contact
 - Emailed key people for correlation matrices, unpublished data, and new work in press
- **Yield:**
 - 56 empirical articles found
 - 30 different samples
 - 136 different correlations

Constructs

- Parental Involvement
 - General Involvement
 - School-based
 - Home-based (Out of School)
 - Academic Socialization
- Achievement Variables
 - Various subject grades
 - Standardized test scores
 - Combined GPA
 - Track Placement
 - Other tests measuring achievement

Hill, N. E. & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*

Results

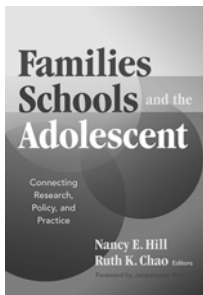
- Overall Relation
 - 67 positive & 17 negative correlations
 - Effect size: .17 (95% CI: .14/.21)
 - Meaning an overall moderate impact, not big, but significant
- Which Type of Involvement has the strongest relation?
- Academic Socialization (avg. weighted $r = .40$ CI: 32/48)
 - Home-based (avg. weighted $r = .04$, CI: 03/11)
 - Academic Socialization has **10x** the effect on achievement
 - School-based (avg. weighted $r = .18$, CI: 12/24)
 - Academic socialization has **2x** the effect on achievement

Hill, N. E. & Tyson, D. F. (2009). *Developmental Psychology*

Conclusion

- Academic Socialization has the biggest impact.
- What is it? How was it defined and measured?
 - communicating parental expectations for education and its value or utility,
 - linking schoolwork to current events,
 - fostering educational and occupational aspirations,
 - discussing learning strategies with children, and
 - making preparations and plans for the future.
- KEY QUESTION: Is it generalizable in new research?

Convening Experts: Conference and Book



- Multidisciplinary
- Parents, teachers, researchers, policy-makers
- Looking across research
- Applying research to practice

Conclusions: 4 types of involvement matter most for a broader set of outcomes

- **Involvement:**
 1. Communicating expectations
 2. Actively planning for future/post high school
 3. Scaffolding independence around school work
 4. Providing additional school work
- **Outcomes**
 - Internalized value of education
 - Motivation for learning
 - Work ethic
 - Academic engagement
 - Self regulation
 - Self efficacy for help seeking
 - Academic self concept
- KEY QUESTIONS:
 - Is it generalizable? Are valid measures available?

Building a new framework of parental involvement for adolescence!

Focus Groups—
Listening to the Voices...

- 20 focus groups
- Separate Parent, Adolescent, & Teacher Groups
 - African Americans, Euro-Americans, Latinos
 - Academically Successful 7th grade students and their parents
 - Teachers of core subjects
- Demographics
 - Family income
 - African Americans & Euro-Americans: \$10,000/yr to > 100,000/yr
 - Latinos: \$10,000 to 50,000
 - Maternal Education
 - African American & Euro-Americans: high school completion to graduate professional school
 - Latinos: none had completed high school in the US.

Hill, N. E., Witherspoon, D. P., & Teo, L. D., (in prep.) Developing a framework and assessment of parental involvement in middle school.

Qualitative Data Analyses

- Focus group discussions were recorded and transcribed
- 2 independent coders gleaned parental involvement strategies for middle school from each transcript
- All strategies raised by both coders were compiled resulting in more than 1000 individual strategies
- Independent coders grouped strategies into categories
- Consensus transcripts were created that included categories generated by multiple coders

General Themes across Groups

- Parent Groups
 - **Latinos**
 - Concerned about Physical Safety
 - Upward mobility
 - Discrimination
 - Felt as though they were failing their children
 - **Blacks**
 - Want to know how to be more involved
 - Concerned about violence, bullying, peers
 - Keeping Kids Focused
 - A persistent but very "haggard" group
 - **Whites**
 - Want to be invited to help at school
 - Want teachers to call them
 - Want assignments coordinated across teachers/classes so that kids aren't overwhelmed with big assignments due at the same time.
 - Judgmental about parents who are not involved

General Themes across Groups

- Teen Groups
 - Are we really smart?
 - **Blacks** and **Latinos** were less convinced that they were really the kids who are doing well
 - **Whites** were confident that they were doing well and seemed to be a more cohesive group
 - We want independence!
 - **Latinos** want independence, but really more about parents seeing them as responsible
 - **Blacks** were strongest in their quest for independence and lack of parental involvement in the school realm
 - **White** girls were especially concerned about and against parental visitations to school or "meddling" in their lives, compared to white boys.

Goals and Aspirations

- All Parents
 - Go to college
 - Do their best
 - Stay focused
 - Good Grades
- African Americans
 - Do better than parents
 - Not have to struggle
 - Specific career goals
- Latinos
 - Be prepared
 - Learn as much as they can (don't squander opportunities)
 - Have a profession (not a job)
- Euro-Americans
 - Have options/opportunities
 - Be happy and fulfilled
 - Be challenged, especially creatively
- All Teens
 - Go to College
 - Do well at school
 - Specific career goals (cartoonist, nurse, pediatrician, physician)
- African Americans
 - Stay out of trouble
 - Stay away from peers who will get them in trouble
- Latinos
 - Stay out of trouble
 - Be good at sports
- Euro-Americans
 - Be what ever I want to be

What are parents' goals for involvement in education?

Goals for Involvement

- Latinos—
 - Involved to assure that their child is in the advanced classes so they will learn the most and be smart.
- Euro-Americans—
 - To set kids up to be successful.
 - To know what they are experiencing during the day to facilitate conversation
- African Americans—
 - Determined their child will be successful & involvement is the only way to assure it
 - To Encourage and boost confidence for child
 - To confirm for child the things they are doing well/right
 - To assure child is behaving
 - To help child understand the consequences of their school work
 - To help children focus
 - To monitor teachers

Contrary to popular belief:
Teens want parental help!!!

(but on their terms....)



Teens say... be involved

- African Americans
 - Help with selecting classes
 - Push them in subjects that they are having trouble
 - Be involved in social and extracurricular activities
- Latinos
 - Help them find resources to do homework
 - Remind them of deadlines for projects
 - Help them make decisions
 - Support them emotionally
 - Spend time with them
- Euro-Americans
 - Ask them questions about their interests
 - Help in subjects in which they are not doing well

Teens say... be involved... but please don't...

- Double check my homework
- Lecture me about my future
- Stop checking and going through my book bag
- Stop coming on field trips

Teachers' perspectives

- Contacting parents
 - Try hard to make first contact with parents positive
 - Parents really want communication on positive issues and problems
 - Like email as means of communication
 - So do parents (except Latinos without access/language)
 - Latinos hard to contact
- Expectations for parents
 - Follow the rules (no unannounced visits)
 - Establish/support teacher authority with students
 - Know what kids are learning
 - Set boundaries for kids

Developing a Framework & Assessment

- Categories that were common across 3 ethnic groups
- Common across teens, parents, and teachers formed subscales
- Using original strategies and language identified from the focus group, items were created
- Parents can respond on a 5 point scale
 - 1=never; 2=Occasionally; 3=Sometimes; 4=Most of the time; 5=Always

Common Themes Across all Groups

- Communication—
 - Problem-focused
 - Preventative/proactive
 - Quality
- Linking school work to future goals
- Promoting/Scaffolding independence
- Modeling learning behaviors
- Providing Structure at home

Next steps!

- Collecting new quantitative data on the assessment and achievement outcomes
- Testing demographic differences in involvement and its effectiveness

Conclusion

- New Developmentally Appropriate Framework For Adolescence
 - Problem-Focused AND Proactive Communication
 - Quality of Communication
 - Modeling Learning at Home
 - Provide Structure at Home
 - Linking Schoolwork to Future Goals and Plans
 - Scaffolding Independence
- How can we help families do these things?



How can you develop programs and policies that are appropriate for adolescence?