

Parental Involvement during Adolescence: Strategies that work in Middle & High School

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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?

...

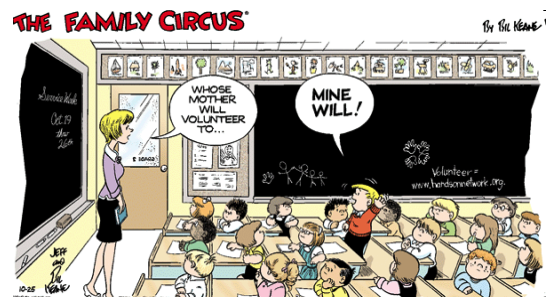
- “parents’ work with schools and with their children to benefit their children’s educational outcomes and future success.” (Hill et al., 2004)
- “the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities.” (NCLB; 107th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

What is parental involvement in school?

- Levels of analysis:
 - Individual child/family level
 - Making sure child is healthy and prepared
 - Supporting individual achievement
 - At the school level
 - Collective parental influence
 - through PTA monitoring and provision of resources improves quality for all
 - How many parents do you really need & what do you need them to do?
 - Increasing the diversity of voices heard
 - District level
 - Impact of choice on target school AND school left behind
 - Voting on school board/budgets

Why might involvement need to be different for adolescents?

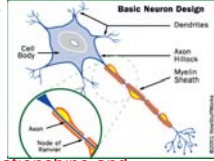
In 2nd Grade...



Oct. 25, 2009

Why might involvement need to be different?

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



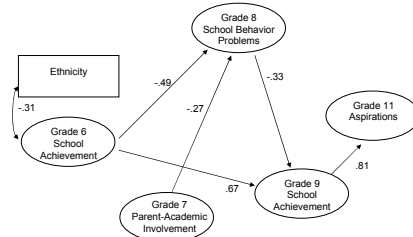
What evidence confirms that involvement might need to be different for adolescents?

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

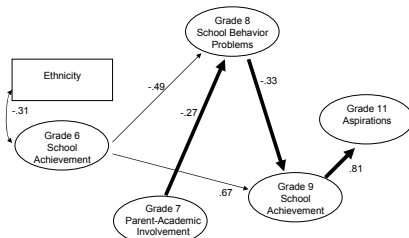
College educated parents



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.

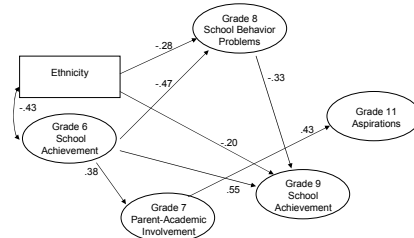
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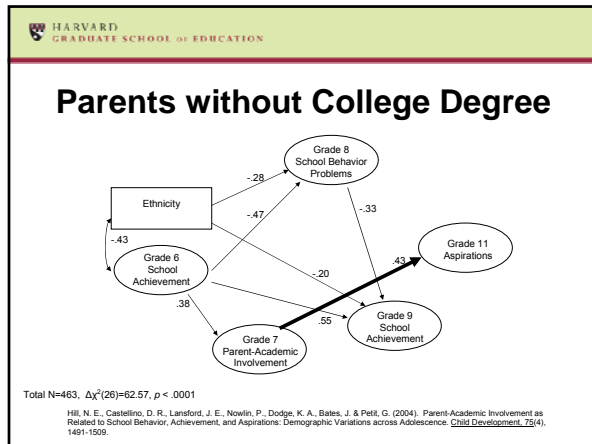
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Parents without College Degree



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?

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What evidence is there from the existing research?

A Meta-Analysis of Existing Research

Hill & Tyson, (2009) *Developmental Psychology*

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Meta-Analysis: Literature Search

- **Search Strategies**
 - Research databases
 - Hand searches
 - Key researchers in the field
 - Direct contact
- **Yield:**
 - 56 empirical articles found
 - 30 different samples
 - 136 different correlations

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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*

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Results

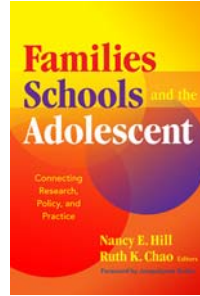
- **Overall Relation**
 - 67 positive & 17 negative correlations
 - Effect size: **.17** (95% CI: .14/.21)
 - Meaning an overall moderate impact, not big, but significant
- **Which Type of Involvement has the strongest relation?**
- **Academic Socialization (avg. weighted $r = .40$ CI: 32/48)**
 - Home-based (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 QUESTION:
Will "real" parents agree, if we asked them?

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.

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

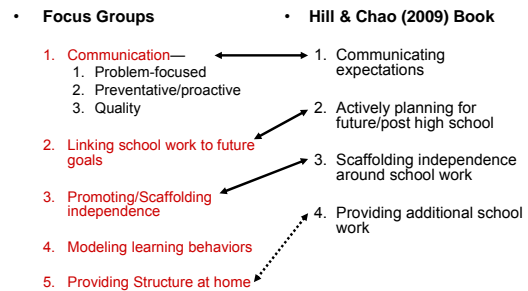
Developing a Framework & Assessment

- 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**

Comparing Focus Groups with "Families, Schools, & the Adolescent"



Finding out whether these strategies work

- **Related to Achievement and Proximal Outcomes?**
 - Youth Report of Home structure
 - Benchmark tests
 - Mastery Goal Orientation ($\alpha=.75$)
 - Cognitive & behavioral Engagement ($\alpha=.81$) ($\alpha=.73$)
 - Task Value ($\alpha=.86$)
 - Perceived Competence ($\alpha=.80$)
- **Related to other types of parenting & involvement?**
 - **Should be related to...**
 - Parenting
 - Warmth ($\alpha=.77$)
 - Involvement measures
 - Attitudes about involvement ($\alpha=.62$)
 - Parent-teacher trust ($\alpha=.34$)
 - **Should NOT be related to...**
 - Parental Autonomy Granting ($\alpha=.69$)
 - School Involvement ($\alpha=.74$)

Are youths' reports of home structure related to standardized tests?

- **YES!!**
- Higher ratings on home structure items predicts higher test scores on
 - Overall %correct and percentile rankings
 - Critical Reading Scores
 - Math Analysis
 - Higher Order Math Reasoning Scores

Do youths' reports of home structure predict engagement & self beliefs?

- YES!!
- Higher ratings of home structure increases
 - Cognitive Engagement
 - Behavioral Engagement
 - Mastery Orientation
 - Perceived Competence
 - Valuing education

No Ethnic Group Variations

Related to parenting, as expected

Scales	Parental Warmth	Involvement Attitude	P-T Trust
Prob. Focused Communication		YES	YES
Proactive Communication	YES	YES	YES
Quality Communication	YES		YES
Modeling learning			
Home structure	YES	YES	
Linking to Future	YES	YES	YES

Not Related to parenting, as expected

Scales	School Inv.	Psych Autonomy
Prob. Focused Communication	No	No
Proactive Communication	No	No
Quality Communication	No	No
Modeling learning	No	No
Home structure	No	No
Linking to Future	No	No

Parental Involvement Matters for Adolescence

- Parents should not back away
- Some of the old strategies from elementary school won't work as well
- Parents need to re-learn how to be involved and how best to "re-engage" at this critical time

Conclusion

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

Parental Involvement: Empowering Parents for Youth

