



Parent Education Profile PEP

Parent's Support for Children's Literacy

August 2006





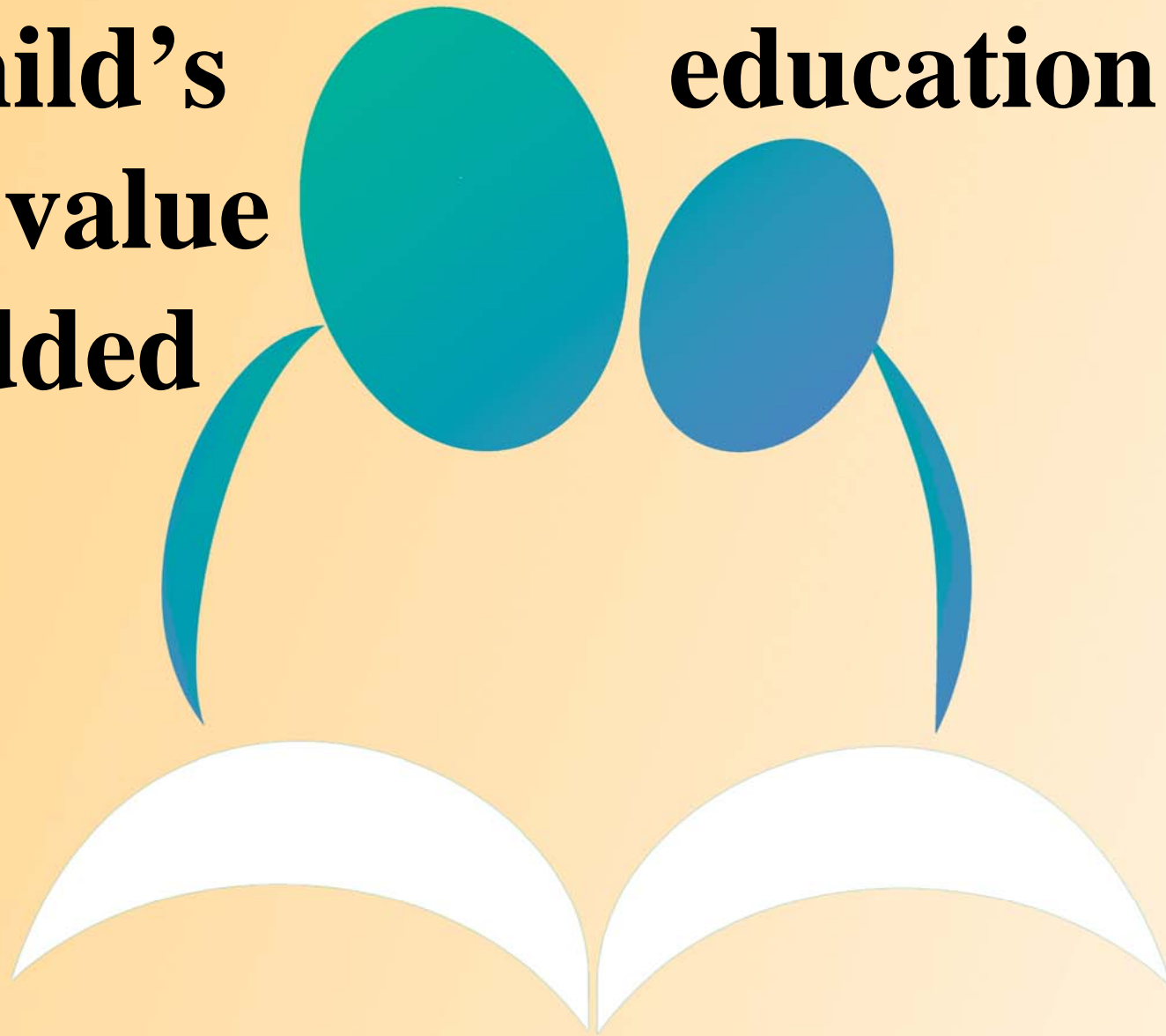
Literacy is the purpose



Child education is the priority



**Linking the parent to the
child's
education
is value
added**





Parent Education Profile (PEP) is:

A framework for organizing and assessing information about parents' behaviors, attitudes, and understanding related to their children's literacy development.

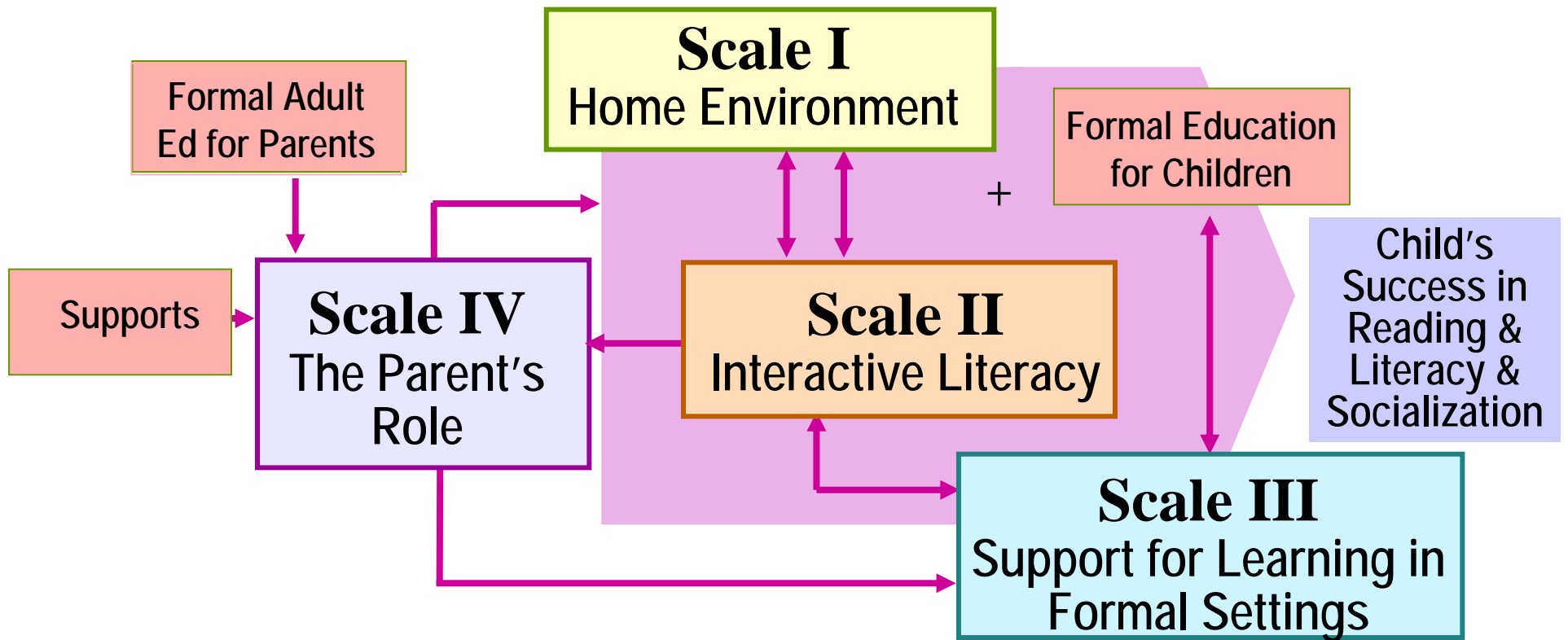
Purpose of PEP:

Plan strategies for developing parents' skills to produce literacy outcomes for children and track the progress of skill development.

Develop and deliver intentional instruction.

Research Base: Goals for Parents

1. Provide supports for literacy in the home and family
Home Environment
2. Engage in language-rich parent-child interactions
Interactive Literacy
3. Hold appropriate expectations of child's learning
Support for Learning in Formal Settings
4. Actively embrace the role of parent
The Parent's Role



Parental Role: How Parents Influence Children's Literacy

- Simple transfer
- Social practice and modeling
- Positive dispositions
- Oral language: vocabulary development and extended discourse

Parent's Engagement with Literacy Depends on Personal Efficacy

Sense of efficacy affects:

Choices parent makes

Effort parent puts forth

Parent's ability to persist when challenged

How parent feels in new situation

How to Influence Parents' Sense of Efficacy in Role of Parent

Efficacy develops through:

- Successful personal experiences
- Observations of others
- Verbal persuasion
- Positive emotional response to new situations


Scale Organization:

Each scale has several parts

Home Environment

1. Literacy Materials
2. TV/Video
3. Language Learning Opportunities
4. Priority on Family Together

Ratings follow progression of
parent's development

Level #1  Level #5

(least supportive of literacy outcomes)

(most supportive of literacy outcomes)

Level 1 - little or no evidence of desired behaviors; limited awareness; limited acceptance; frustrated; not comfortable

Level 2 - beginning awareness and some interest in ways to improve but may be inconsistent; may need lots of support; low comfort level

Level 3 - some encouragement and comfort in use of desired behaviors; seeks out information and support; attends to child

Level 4 - routine and frequent use of desired behaviors; initiation of activities; comfortable in role

Level 5 - ability to work desired behaviors into daily life; adaptability to child's interests and abilities; extends learning; makes connections

Where does the information come from?

- ▶ Observation during interactive literacy activities
- ▶ Interaction during home visits
- ▶ Listening to parents talk with children
- ▶ Discussions with parents about their children
- ▶ Interviews with parents
- ▶ Informal exchanges on field trips, in the store, etc.
- ▶ Instruments used to assess parents' interests or understanding
- ▶ Etc.

Scale II E

EXPRESSIVE AND RECEPTIVE LANGUAGE

- Parent's verbal interactions with child are predominantly commands or discouragements. Parent responds inconsistently to child's verbal or behavioral cues.

KEY WORDS

- ◆ Inconsistent
- ◆ Discourages

- Parent has limited verbal interaction with child, but the tone is more positive than negative. Language is characterized by simple sentences and questions that can be answered yes/no.

- ◆ Positive tones
- ◆ Limited language
- ◆ Yes/no?

- Parent is aware of the impact of their own speaking/language and listening to child on the child's language and behavior. Parent sometimes tries out strategies to support child's development of language.

- ◆ Aware
- ◆ Tries out strategies

- Parent regularly adjusts own language or uses strategies to support child, e.g., choice of vocabulary, variation in words, asking questions, and listening to the child.

- ◆ Adjusts language
- ◆ Listens and asks

- Parent actively engages the child in discussion, using strategies such as paying attention to the interests of the child, using open-ended questions, providing verbal encouragement, or giving the child an opportunity to process information.

- ◆ Engages child
- ◆ Open-ended ?
- ◆ Time
- ◆ Encouragement

Successful personal experiences?

Observations of others?

Verbal persuasion?

Positive emotional response to new situations?

Examples of Performance Indicators

1. Sixty percent (60%) of parents who have been participating in Even Start for 12 months or more will attain a Level of 3 or above on PEP scales I and II.
2. Eighty percent (80%) of parents who have been enrolled since November 1 will gain at least .3 points between pre and post assessments on PEP Scale III.
3. Parent who have had at least 100 contact hours of parent-child literacy activities will gain at least .5 points between pre and post assessment on Parent's Role in Interactive Literacy Activities (Scale I).

What PEP results look like?

In parents' role in Interactive Literacy (Scale II), after one year of Even Start (N=725):

- about 60% of parents score at Level 3 or higher meaning they at least are:
 - a) aware of the impact of their language on child's language and behavior and try out strategies to support development,
 - b) interested in learning how to tell stories and read to children and are comfortable with a few strategies to engage children,
 - c) beginning to help children know how print works.

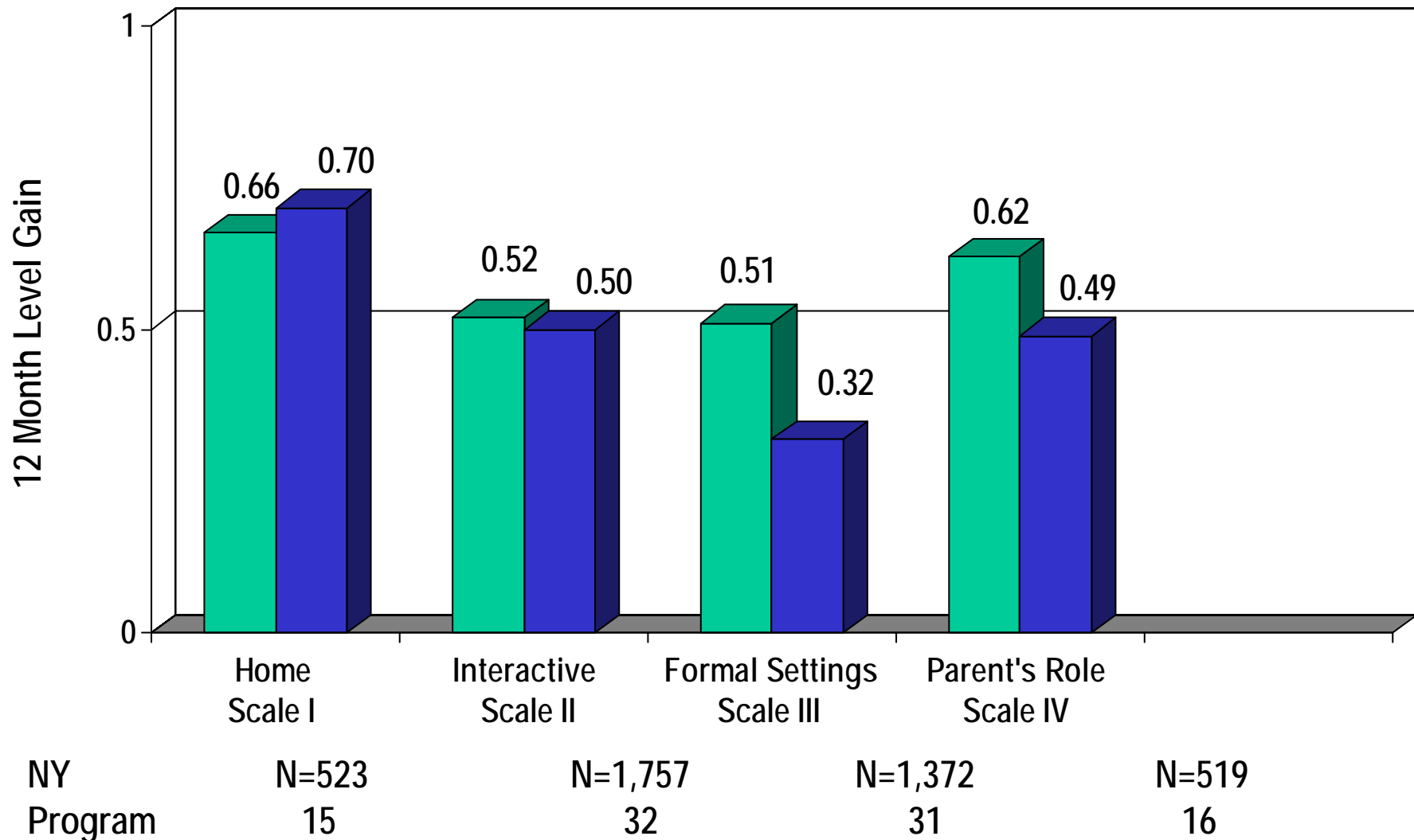
What PEP results look like? (continued)

In parents' role in Interactive Literacy (Scale II), after one year of Even Start (N=725):

- only 10% still score at Level I meaning they are:
 - a) interacting mainly through commands or discouragements,
 - b) frustrated by reading to the child and rarely do so,
 - c) not aware of role as a model for reading and writing.

PEP Results Facilitate Program Benchmarking

■ State (NY) ■ Local Program



Administration

- **Training**
- **Number of Scales**
- **Pacing/rollout**
- **Documentation**
- **Refresher**