

Parent Trainings that Boost Learning for Our Community's Kids

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Training Objectives

Participants will be able to improve parent involvement in West Virginia by:

- ✓ Sharing relevant research that supports the importance of parent involvement
- ✓ Recommend high quality and practical parent involvement resources
- ✓ Conduct *BLOCK Party* trainings

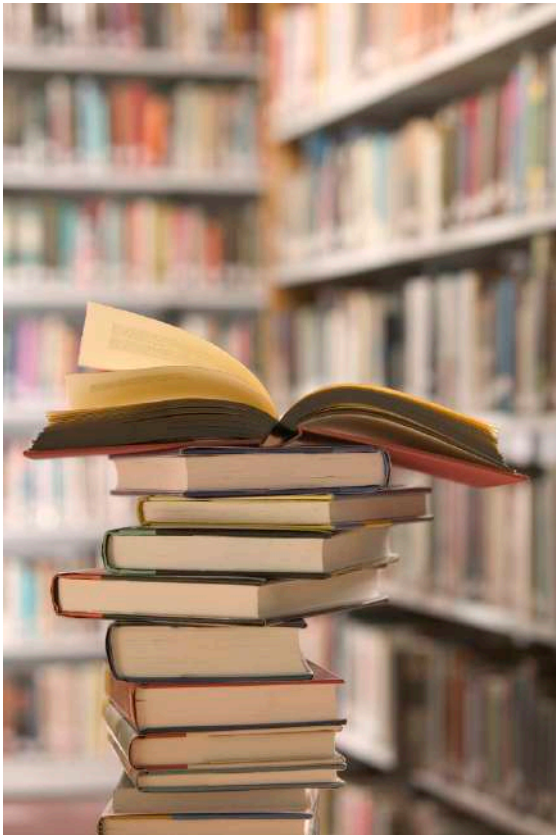


Agenda

- ✓ Introduction
- ✓ Background Research
- ✓ Purpose of *BLOCK Parties*
- ✓ Party Overview
- ✓ Materials
- ✓ Demonstration
- ✓ Practice
- ✓ Review ~ Discuss ~ Q & A

What the research has to say

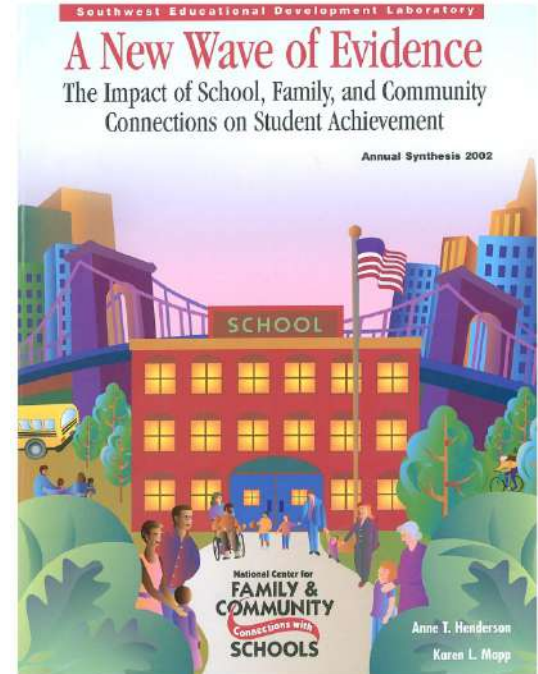
about the benefits to children and schools
when parents are actively involved in
their children's learning:



Parents can have a significant impact on their children's learning when they acquire the necessary knowledge and skills and feel competent.

A New Wave of Evidence

- Synthesis
- Early childhood through school
- Diverse populations
- Community and parental
- Different sources of data
- All regions of the country



Henderson, A.T., & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: National Center for Family & Community Connections with Schools: Southwest Educational Development Laboratory.

Key Findings on Student Outcomes

Positive impacts regarding:

- Student academic achievement
- Other achievement
- Social functioning
- Barriers to learning
- Strong social networks
- Opportunities to learn in various settings



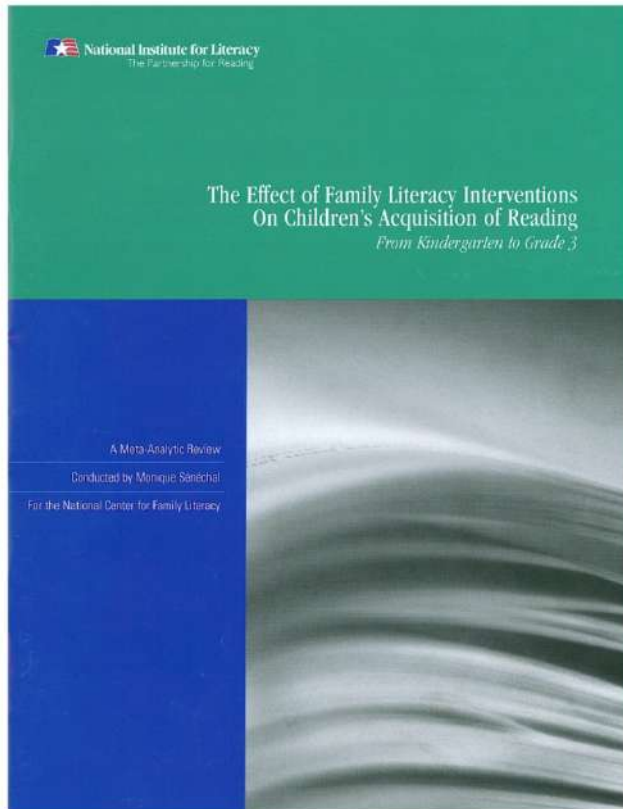
Henderson, A.T., & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: National Center for Family & Community Connections with Schools: Southwest Educational Development Laboratory

Outcomes for Schools

- Reform efforts influenced
- Better school climate and more open school culture
- Increased access to resources and knowledge
- Increased instructional capacity



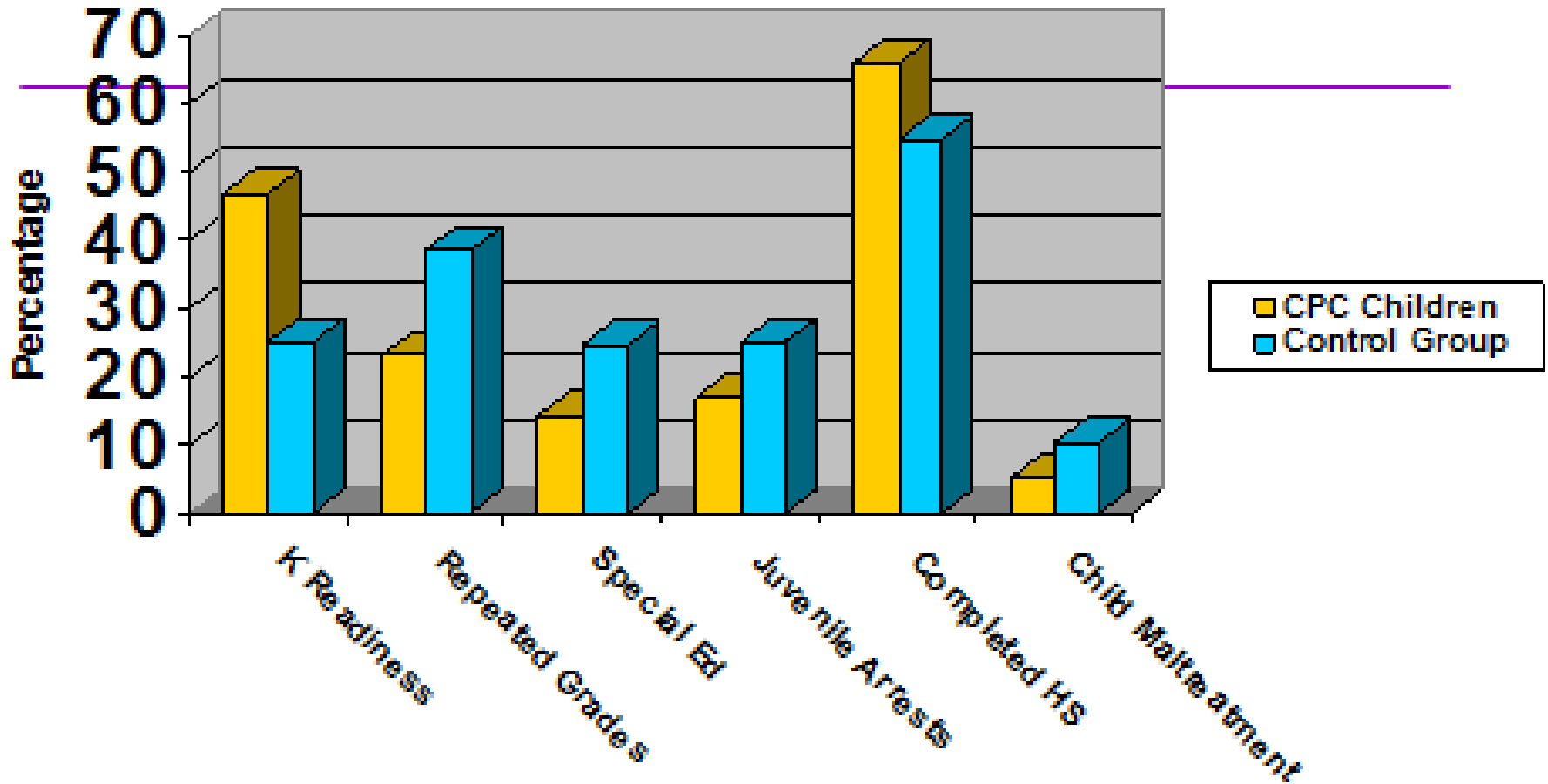
The Effect of Family Literacy Interventions on Children's Acquisition of Reading



- Meta-analytic review
- Kindergarten – grade 3
- Represents 1174 families
- Positive impact on children's reading

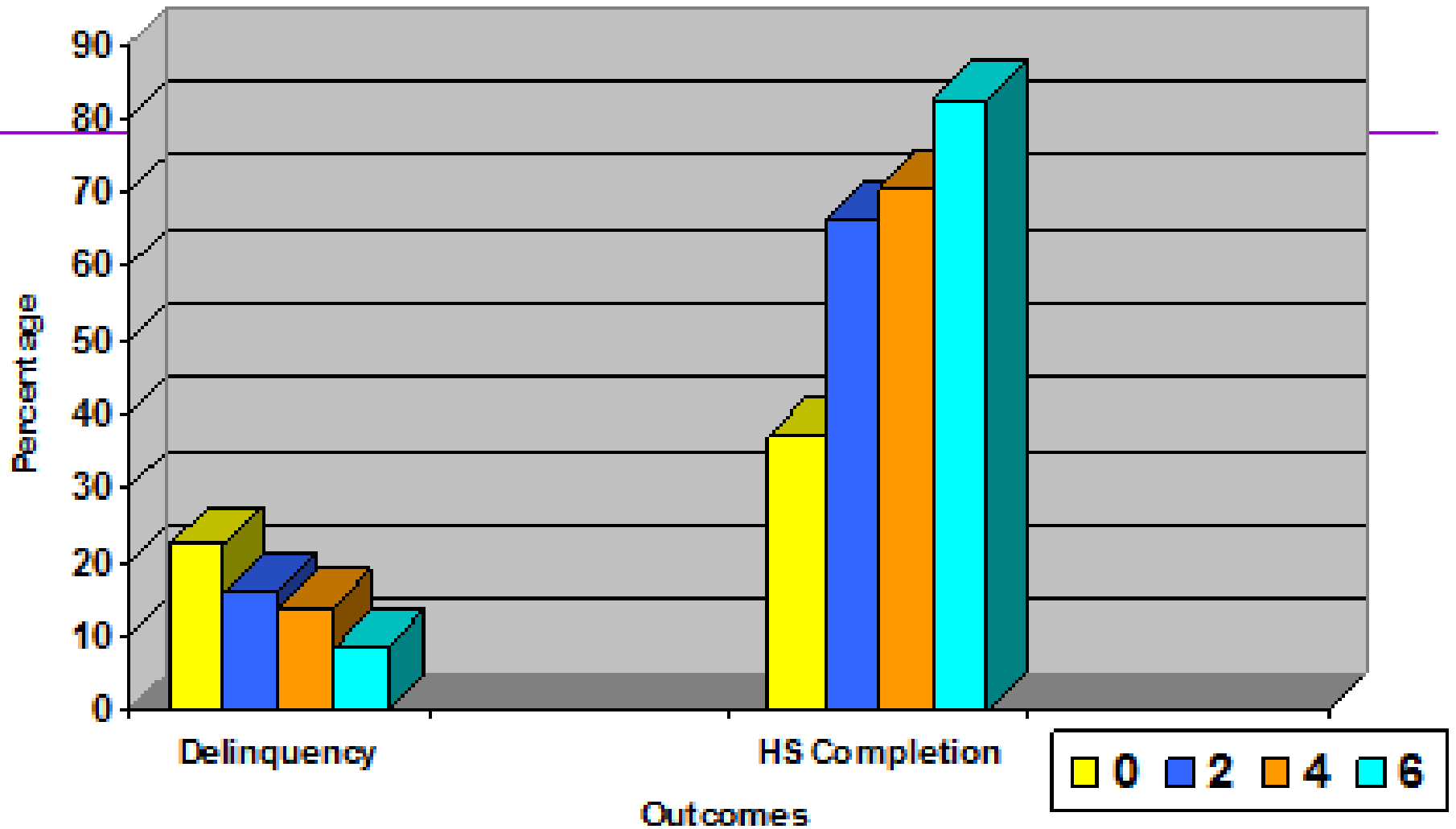
Sénéchal, M. (2006). *The effect of family literacy interventions on children's acquisition of reading: From kindergarten to age 3*. Portsmouth, N.H.: National Institute for Literacy: RMC Research Corporation.

Chicago Child Parent Centers: Parental Involvement Results



Child Outcomes Following 6 Years in Program

Years of Parental Involvement Rated Average or Above



Outcomes for Families & Communities

- Improved attitudes and understanding
- New resources for communities
- Site for decision making and involvement



BLOCK Parties

- Follow the informal home party model
- Social and informal
- Focus on sharing information and modeling skills
- Allow parents to practice new skills in a comfortable setting



Purpose

BLOCK Parties are designed so that family members learn ways to support children's learning in order to promote children's success at school and later in life.

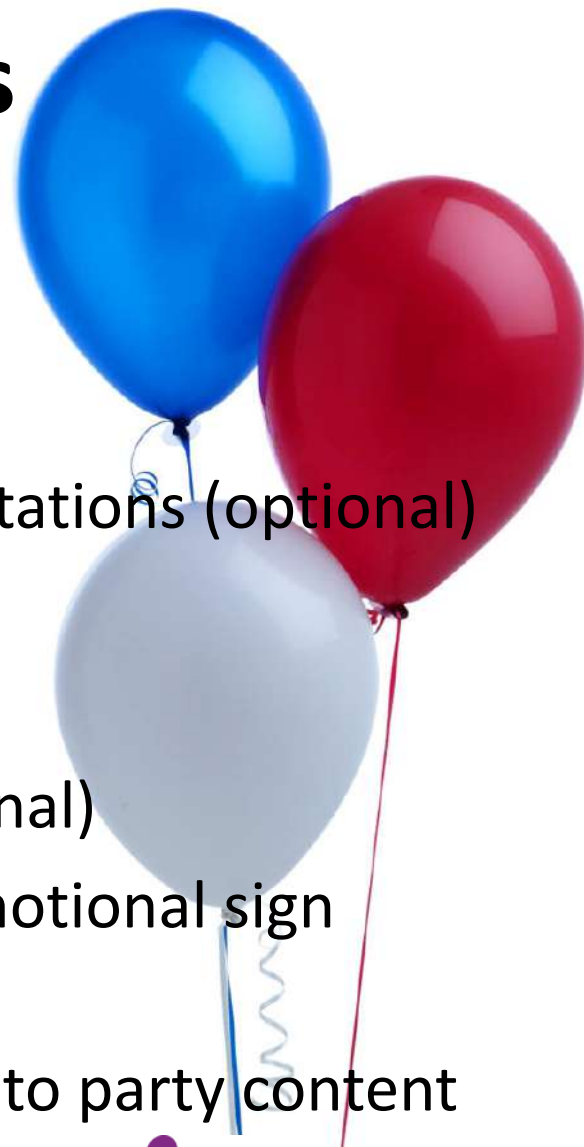
Party Overview

- Lasts 1 to 1 ½ hours
- Small, informal gathering—5-15 parents
- Held at home, school, library, or community meeting room
- Incorporates the messages and practice for parents to understand and feel confident in guiding and supporting their children’s learning
- Research-based content
- Supports No Child Left Behind requirements for informing and engaging parents in their children’s learning
- Follows an established format

Party Materials

Printable kit items include:

- ✓ Facilitator script
- ✓ 12 Parents BLOCK Party postcard invitations (optional)
- ✓ Bookmarks—one or more per parent
- ✓ Realebooks—one per parent
- ✓ BLOCK Party Welcome Banner (optional)
- ✓ “Attend a Parents BLOCK Party” promotional sign (optional)
- ✓ Any other collateral material specific to party content



Supplement with:

- ✓ Snack and drinks
- ✓ One book per guest (library book or giveaway free book if available)
- ✓ Balloons or other party decorations (optional)



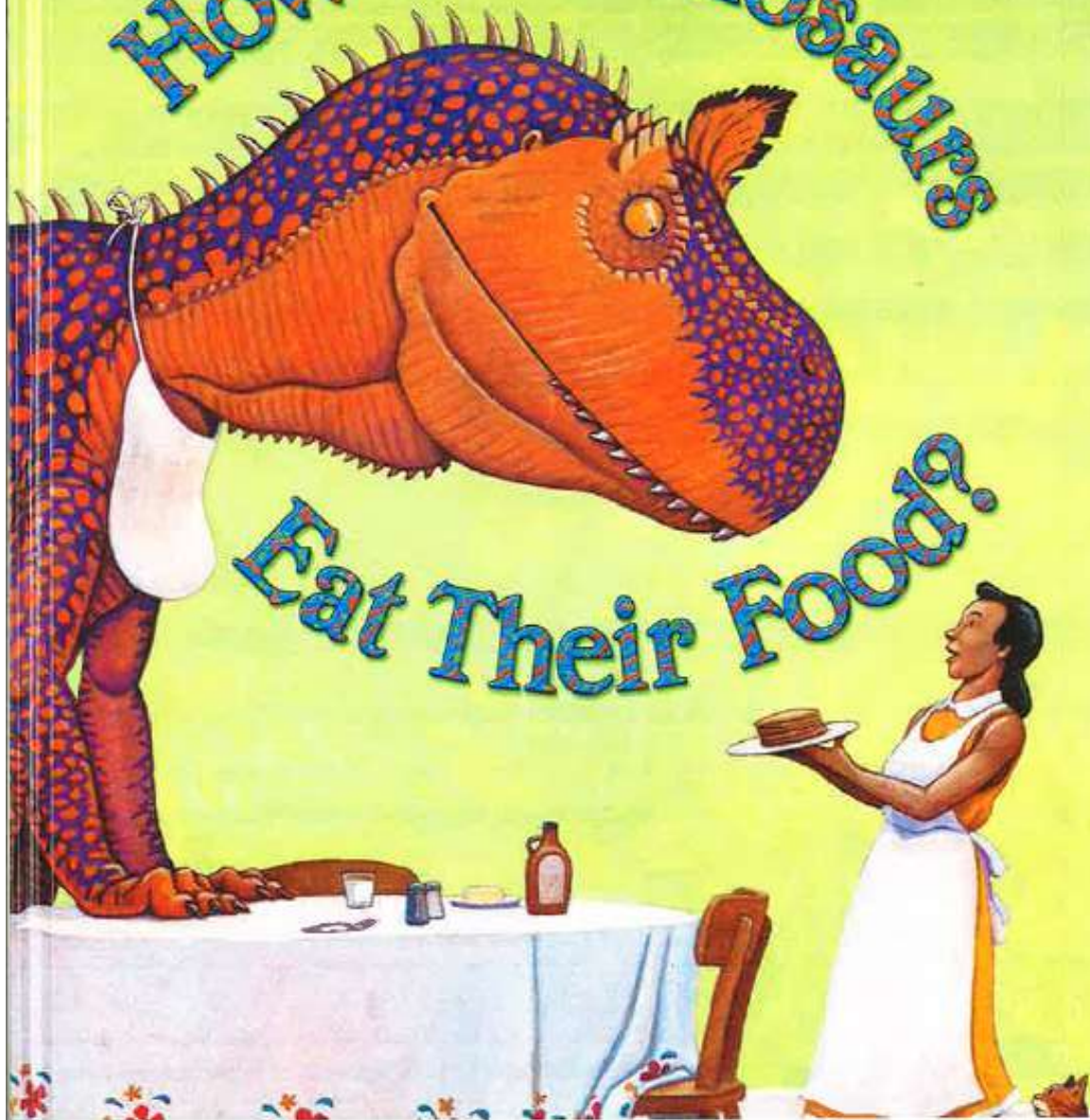


BLOCK PARTY

Demonstration

JANE YOLEN & MARK TEAGUE

How Do Dinosaurs Eat Their Food?



THE BLUE SKY PRESS



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To wee David, who is a splendid dinosaur

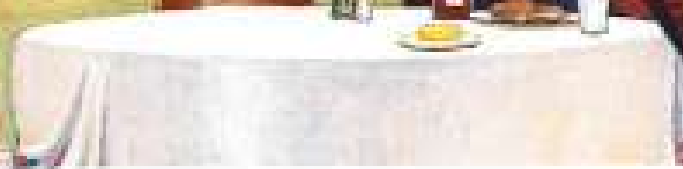
J. Y.

For Michael Cavanaugh

M. T.



How does a dinosaur
eat all his food?
Does he burp,
does he belch,
or make noises
quite rude?

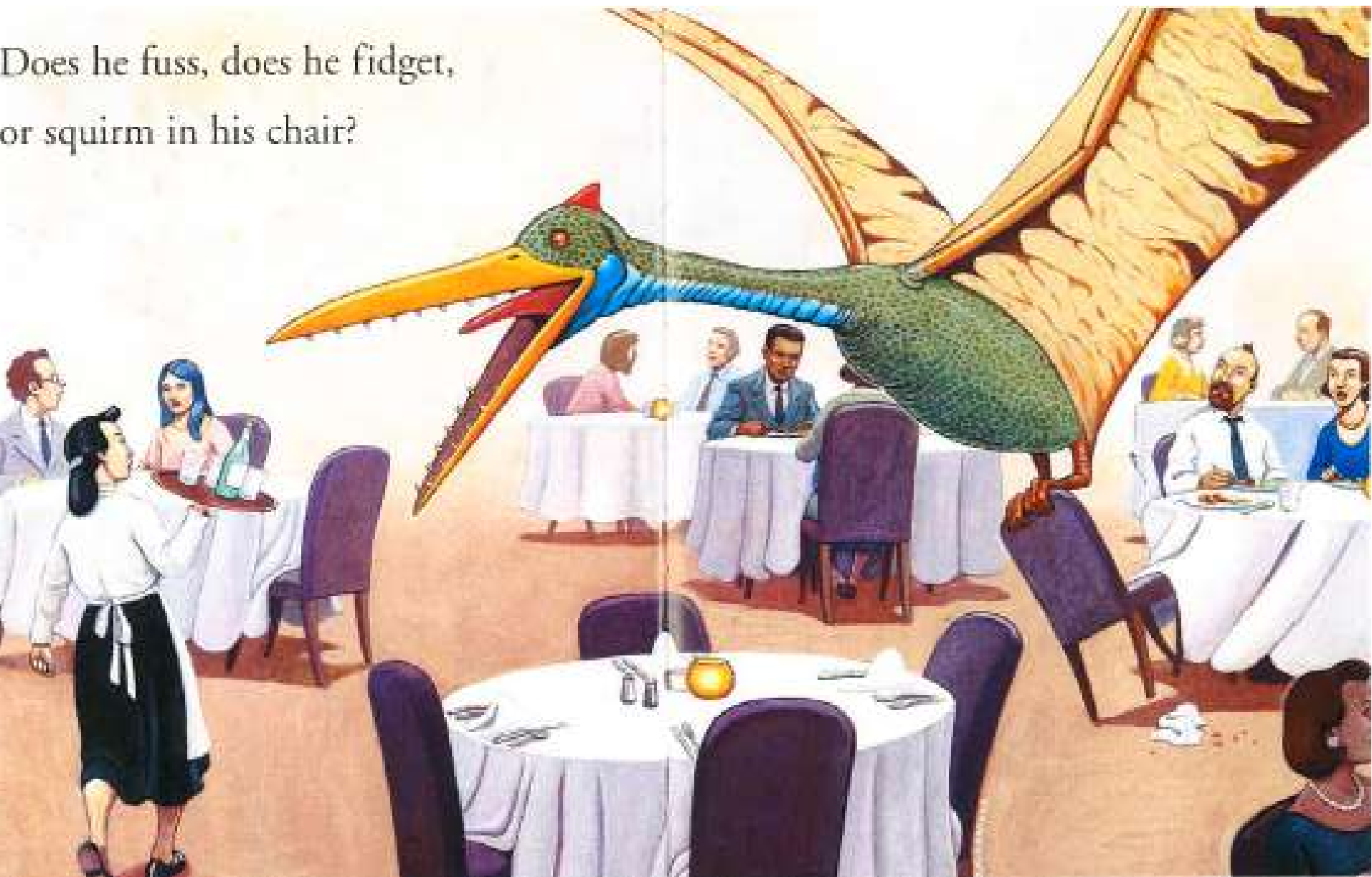


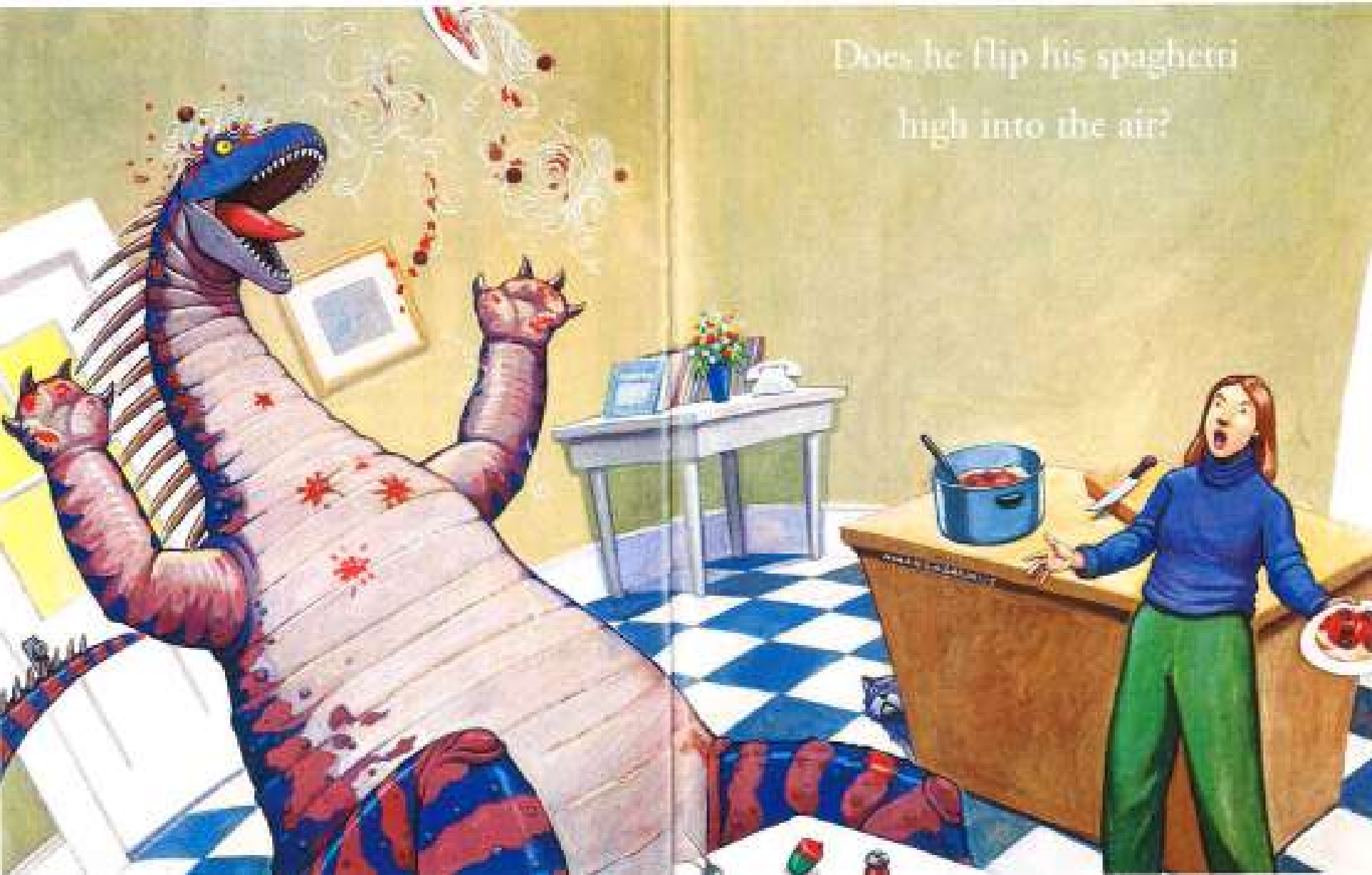
Does he pick at his cereal,
throw down
his cup,

hoping to make
someone else
pick it up?

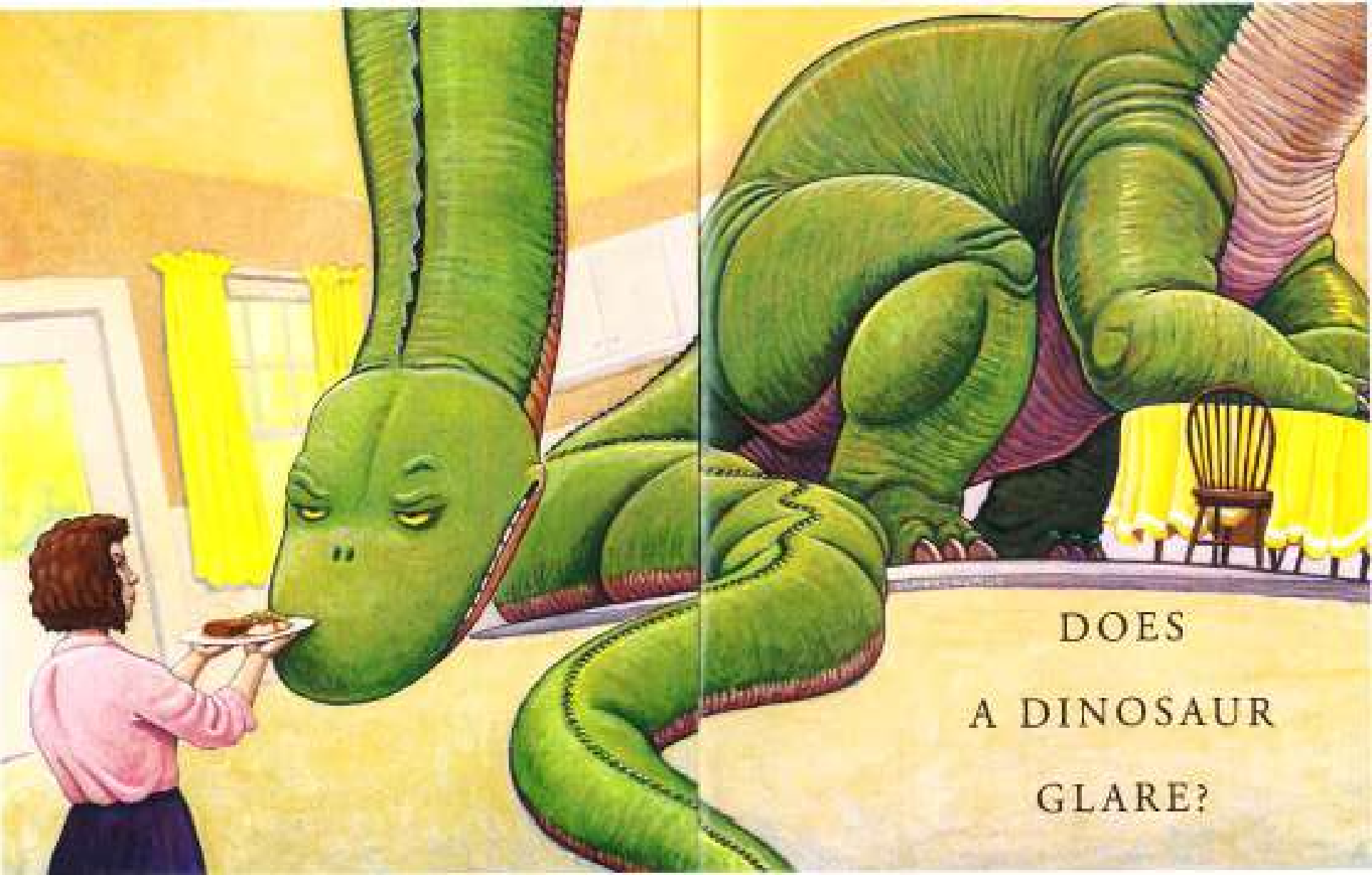


Does he fuss, does he fidget,
or squirm in his chair?





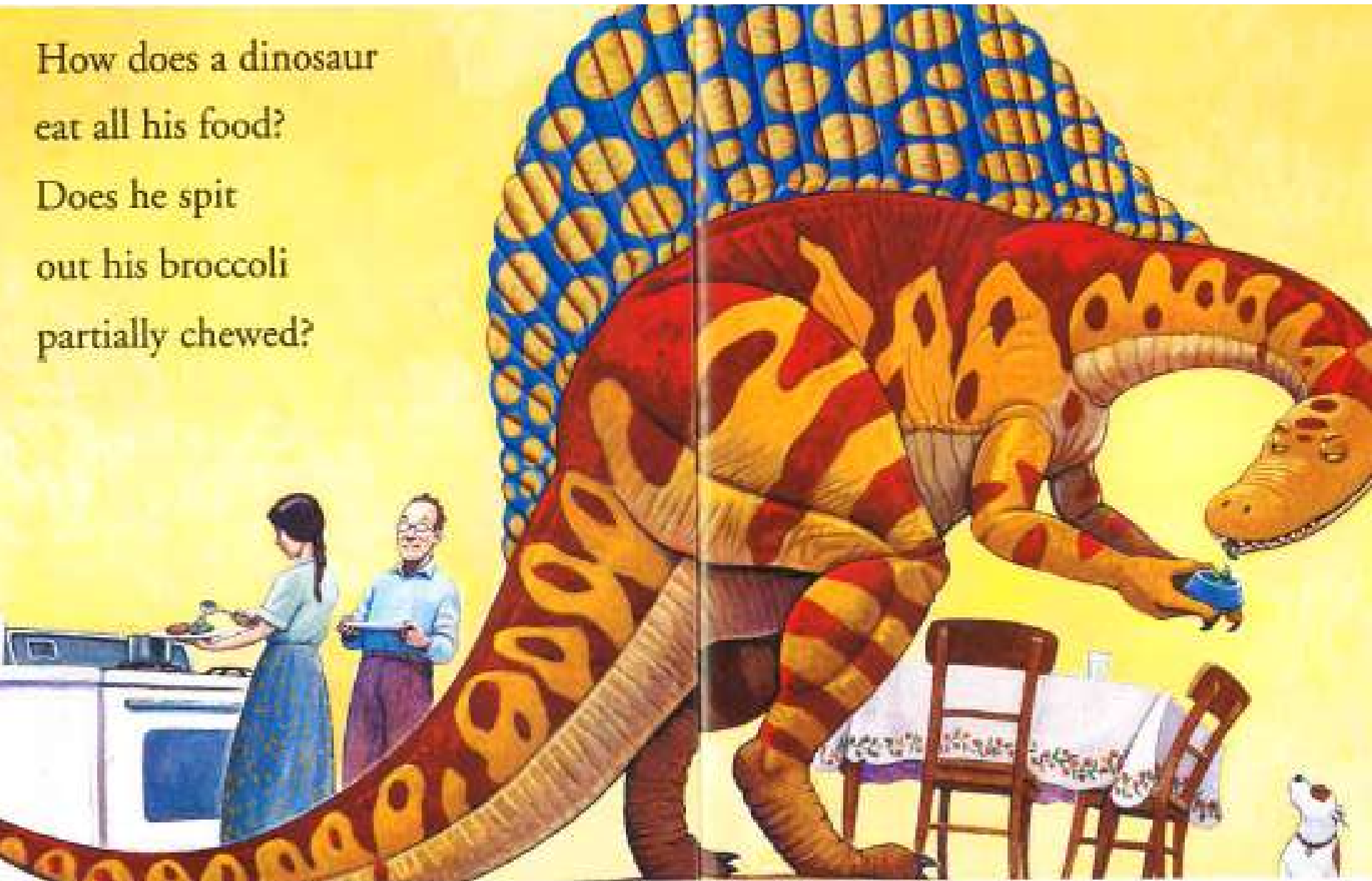
Does he flip his spaghetti
high into the air?



DOES
A DINOSAUR
GLARE?

How does a dinosaur
eat all his food?

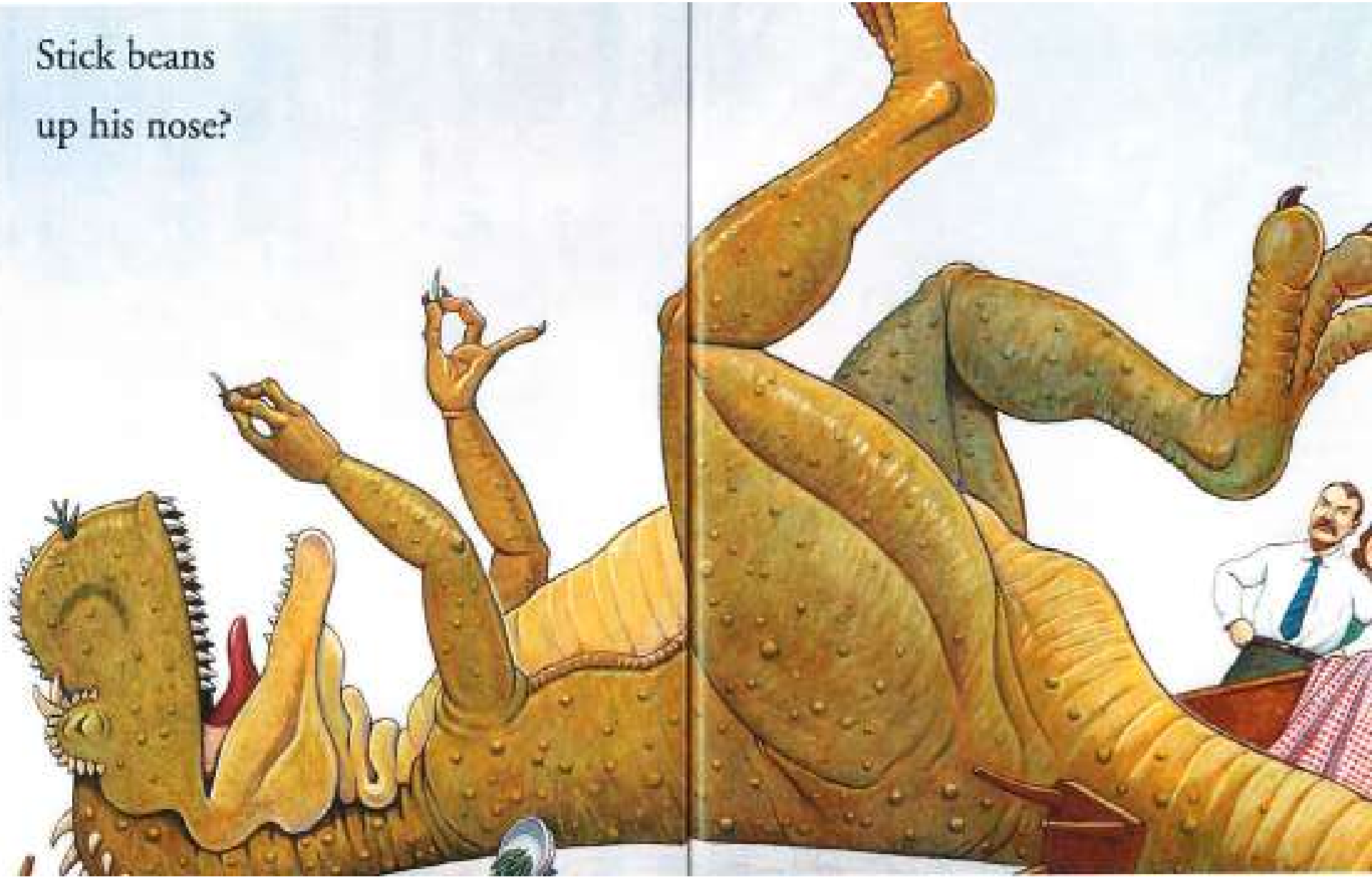
Does he spit
out his broccoli
partially chewed?



Does he bubble
his milk?



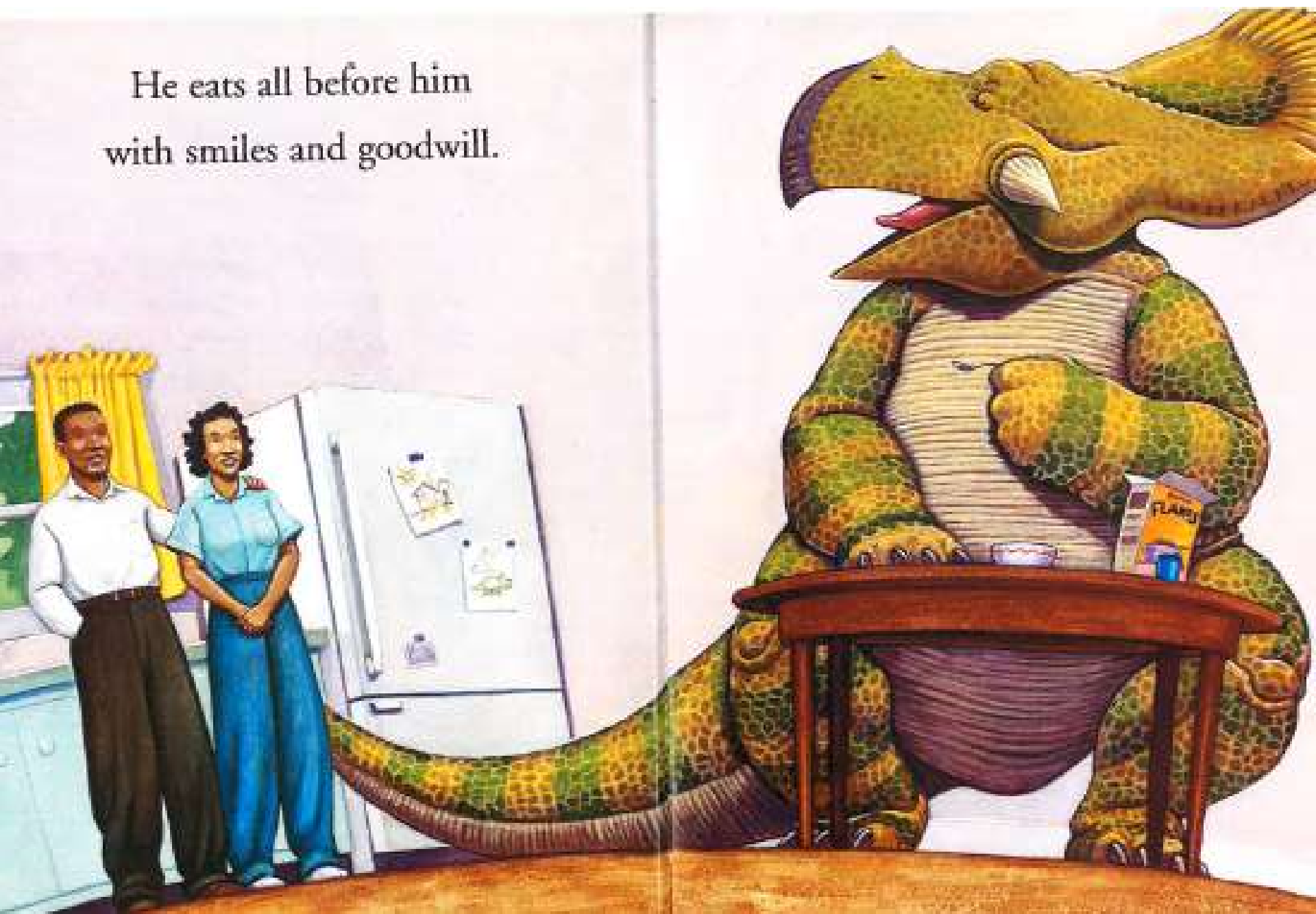
Stick beans
up his nose?



Does he squeeze juicy oranges
with his big toes?



He eats all before him
with smiles and goodwill.



No . . .

He says, "Please"

and "Thank you."

He sits very still.

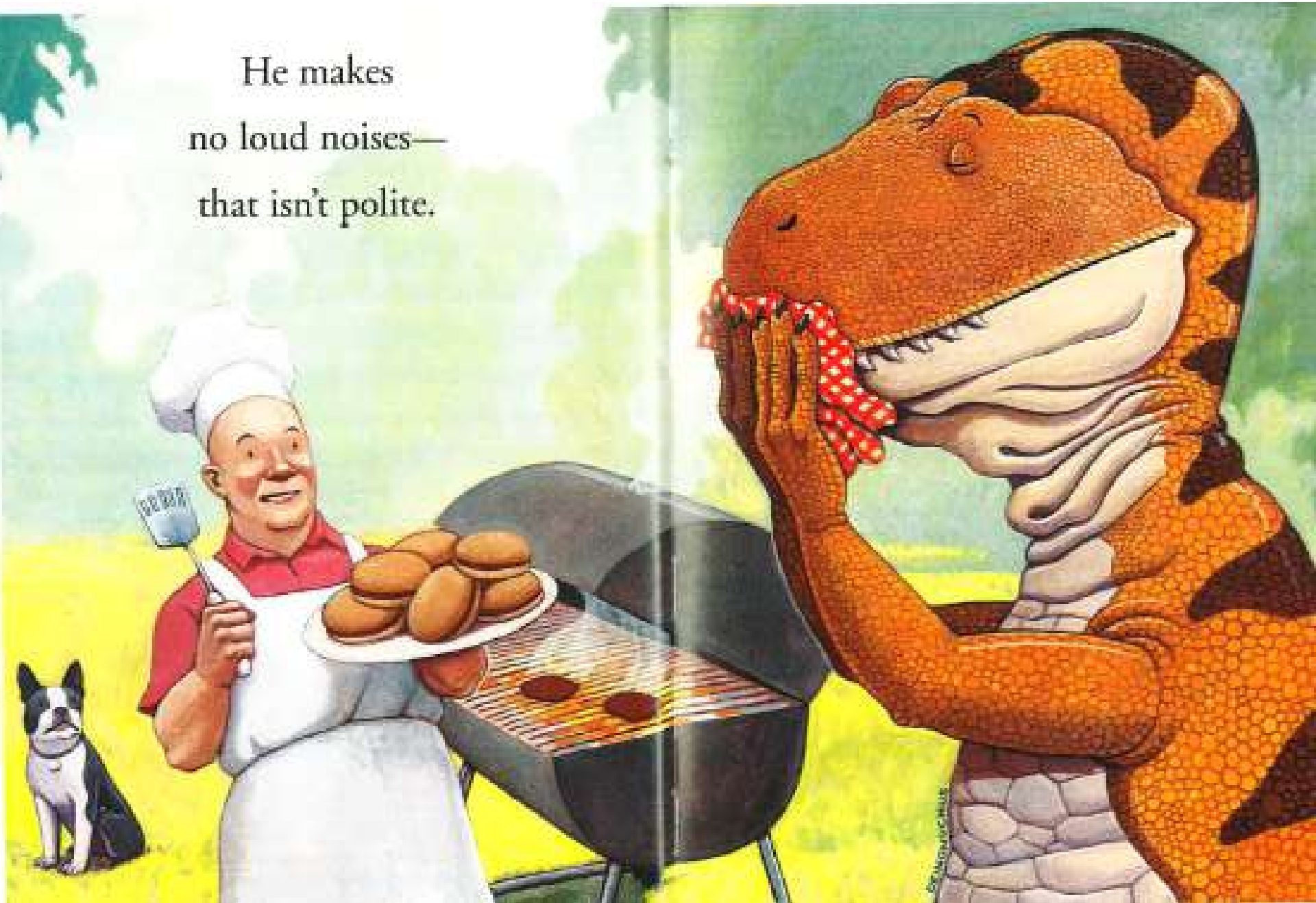




He tries
every new thing,
at least one
small bite.



He makes
no loud noises—
that isn't polite.





He never
drops anything
onto the floor.

And after
he's finished,
he asks for
some more.



Eat up.

Eat up, little dinosaur.



Review ~ Discuss ~ Q & A



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