

**North Dakota Department of Public Instruction
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Six Types of Parental Involvement

Parenting

Helping all families establish a home environment to support children as students.

Parenting – Type 1

The first type of parent involvement is parenting. With parenting, schools help families and caregivers understand the growth and development of their children. This may include assisting families with:

- parenting and child-rearing skills
- understanding child and adolescent development
- establishing age and grade appropriate home conditions that support children as students

Activities designed around parenting also help families provide information to schools so educators and administrators can better understand families' backgrounds, cultures, and goals for their children.

Sample Activities

Examples of activities schools could conduct to promote parenting include, but are not limited to:

- Obtaining parent input on what types of workshops or informational events they would be interested in attending and what session times are most convenient for them.
- Hosting family learning workshops on topics suggested by parents, and held at times and places easily accessible to all parents.
- Providing families with information on child development.
- Lending families books and tapes on parenting and parent workshops.
- Providing families with information about developing home conditions that support school learning.
- Surveying parents to determine their needs, assign staff members to help address those needs, and work to link parents with community resources.
- Developing a family resource center or help parents access other resource centers in the community.
- Arranging support groups for families with special interests and needs.
- Training staff members and supporting them in reaching out to all families.
- Providing guidance to parents on transitioning children to middle and high school.
- Offering GED programs, family support sessions, family computer classes and other learning opportunities.
- Hosting homework help classes/tutoring for parents.
- Creating and distributing a parenting calendar that shares special parenting events, provides good questions for parents to ask their children, as well as other parenting strategies and tips.
- Hosting “Doughnuts with Dad” or “Muffins with Mom” or “Pastries with Parents” and provide parenting information at these meetings.

- ❑ Conducting a workshop to help parents and students complete forms for post secondary education (Free Application for Federal Student Aid-FAFSA, school applications, scholarship applications, etc.).
- ❑ Conducting workshops targeting specific problem behaviors. (bullying, attendance, talking back, etc.).
- ❑ Hosting a “Parent University” where a series of meetings are organized to meet parent needs (parent skills, family communications, peer mediation, family budgeting, parent involvement, activity planning, healthy practices, advocacy, school governance, etc.).
- ❑ Displaying a “Family of the Week” on a bulletin board or trophy case.

Problems and Solutions

As with all types of parental involvement, one of the challenges schools may face is that not all parents are able to attend and participate in parenting activities; however, most would benefit from the information. Possible ways to share this information with those that were unable to attend include videos or tape recordings of meetings and trainings, summaries, newsletters, television broadcasts, phone calls, and other print or nonprint communications.

Documentation and Evaluation

No matter the number or type of activities a school is implementing to assist with parenting, it is crucial that these activities are adequately documented and evaluated. Documenting activities may include obtaining participant signatures, retaining meeting agendas and minutes, or compiling materials used for the activities. Each parenting activity conducted should be evaluated by the school. The evaluations should also seek input from the parents and community. Evaluation is crucial as this is often the determining factor of whether or not the activity should continue, be revised, or be dismissed all together.

Resources

Resources used to develop this document include:

- ❑ Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., and Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action* (2nd ed.). California: Corwin Press, Inc.
- ❑ National Network of Partnership Schools. (n.d.). *Epstein’s Six Types of Parent Involvement*. Retrieved August 21, 2007 from www.csos.jhu.edu/p2000/sixtypes.htm.