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Assignment 2

Capstone Project: Developing the Intervention

University of Washington, Tacoma

TSOCW: 533: Advanced Integrative Practice II

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Acknowledgments




"The more that you read, the more things you will know. The more that you learn,
the more places you'll go."

— Dr. Seuss

No one walks alone in the journey of life. Where do you start to thank those that joined you, walked beside you, and helped you along the way? I wish to thank various people for their contribution to this project. Mrs. Cook and Mrs. Pulkkinen were both significant contributors to my knowledge of school social work and working with youth and families. Their willingness to give their time so generously has been very much appreciated. I thank Professor Holt for her patient guidance, enthusiastic encouragement and valuable critiques during the development of this project. I will forever be thankful for Dr. Diehm who has from my very first quarter at UWT helped me to believe in myself and my ability to be a great social worker. A special thank you to the most amazing cohort I could ever have. Together we have accomplished the once unimaginable and no one will truly understand OUR journey the way we do. Many have become family to me, they know who they are, I am forever grateful for our lasting friendships.

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Intervention Introduction



Research reflects that when schools and families support each other, students of all backgrounds and various abilities achieve at higher levels (Jeynes, 2012). The level of parental engagement tend to decline as children progress through the educational system due to a number of barriers specifically, once the child reaches middle school. In addition, research also highlights that children benefit from both school-based and home based activities that foster engagement (Gordon & Cui, 2012). Parental engagement is an ongoing process that increases active participation, communication, and collaboration with the goal of educating the whole child to ensure student achievement.

Needs Statement

Parents need to understand and transform their roles to become collaborative co-educators as their children transition from elementary to middle school in order to improve academic outcomes.

Target Population

This intervention targets parents with children in or approaching middle school looking to remain engaged in their child's education in a meaningful way.

NASW Guidelines

As a MSW student my practice and academia are guided by the National Association of Social Workers (NASW) value and ethics. The proposed project is supported by the NASW code of ethics as it aims to provide ethical responsibility to uphold the highest standards of practice, communicate and work with other professionals in a way that insures values, integrity and empowerment. By working to improve levels of parental engagement, we protect the social welfare of families and increase public participation by empowering parents to become involved in shaping their child's education and future.

Theories Utilized

Systems theory was utilized to guide this program. By using systems theory and encouraging parents we can help bridge parents, administrators and educators together to implement expected learning goals for children, clarify role duties, and create consistent expectations for the child. Systems theory can guide parents by clarifying their role as change-agents, motivators, and advocates for their

children's developmental and learning needs. Systems theory invites parents to become actively involved in their children's pedagogy through the strengthening of communications within the school-home dyad.

Furthermore, Dr. Joyce Epstein has developed a framework defining six different types of parent involvement. This model has been used to influence policy and develop parental involvement programs. Epstein's model recognizes that to engage families, schools, and communities we must look at elements of parental engagement collectively and holistically and not as separate entities of children's learning.

Epstein's six typologies of involvement include; parenting, communicating, volunteering, learning at home, decision making, and collaboration with the community. This framework will be used to help increase parental knowledge about the multiple ways to become engaged increase their ability to transform their roles as co-educators when their children enter middle school.

Intervention Type and Anticipated Outcomes

This program titled, *Transforming our Roles as Co-Educators: A parent's guide to meaningful engagement*, is intended to assist parents in establishing meaningful engagement as their children transition into middle school by educating them on both school-based and home-based strategies and activities .

This program is a summer workshop series to be hosted at the Boys and Girls Club. This series will consist of four workshops 1) What is parental engagement and why is it important, 2) School-based strategies and activities, 3) Home-based strategies and activities, and 4) Moving forward as co-educators. In addition, parents will be given and taught how to use an interactive workbook to guide and encourage engagement efforts throughout the academic year.

This program is unique as it is offered to and targets parents of children in or approaching middle school. This helps to assist parents in transforming their roles and remain engaged as their children progress through the education system and their needs change. This workshop series will help parents create and customize new strategies and activities they can implement at home to foster learning environments and become aware of existing strategies and activities currently available through their child's school.

Participants of this program will be better equipped to remain engaged in their children's education and learn how to work collaboratively with schools. Participants will learn strategies to overcome potential barriers that affect engagement levels.



Intervention Manual

Program Title: Transforming our Roles as Co-Educators: A parent's guide to meaningful engagement.

Duration: Four sessions running for 1.5 hours each during the summer.

Equipment and materials: Computer, projector, markers, pen/pencils, surveys, scratch paper, interactive workbook, printed power point slides for all participants, make electronic versions available via email.

Course objectives for this program:

1. Understand the importance of engagement.
2. Understand the role parents can play in their child's education.
3. Learn about school-based engagement strategies and activities.
4. Learn about home-based engagement strategies and activities.
5. Know how to use interactive workbook to guide engagement throughout the academic year.

| Session | Duration | Objective |
|--|----------|------------|
| What is parental engagement and why is it important. | 1.5 | 1, 2,3,4 |
| School-based strategies and activities. | 1.5 | 1, 2,3, 5 |
| Home-based strategies and activities | 1.5 | 1, 2, 4, 5 |
| Moving forward as co-educators. | 1.5 | 1,2,3,4,5 |

Evaluation: Pre and Posttest surveys to be administered to all participants during the first and last workshops. Encourage participants to take mid-semester survey to be administered by school counselor at mid-semester during academic year.

Workshop One



Work shop 1: What is parental engagement and why is it important

Learning objectives for this workshop:

1. Understand the importance of engagement.
2. Begin to understand the role parents can play in their child's education.
3. Introduce school-based engagement strategies and activities.
4. Introduce home-based engagement strategies and activities.

Overview-1.5 hours

- Introduction
 - Introduce self
 - Thank parents for coming
 - Give overview of workshop structure
 - Review learning objectives
- Participant introductions
 - Keep participants focused on the three questions given to ensure enough time for everyone
- Pre-Test Survey
 - Give each participant survey and collect once completed
- Research
- Guiding Theories
 - Systems Theory
 - Epstein's Six Typologies of Parental Involvement
- Benefits of parental engagement
- Understanding types of engagement
 - Explain these types will be explore further in future workshops
 - Parenting
 - Communicating
 - Volunteering
 - Learning at Home
 - Decision Making
 - Collaborating with the Community
- Transitioning to Middle School
- In closing

- Be sure to empower participants for making the choice to partake in workshop.
- Be sure to ask if there are any additional questions.
- Remind parents of date and time of the next workshop

Equipment and materials: computer, projector, markers, pen/pencils, surveys, scratch paper, interactive workbook, printed power point slides (make electronic versions available via email).



Workshop Two



Work shop 2: School-based strategies and activities

Course objectives for this workshop:

1. Understand the importance of engagement.
2. Begin to understand the role parents can play in their child's education.
3. Introduce school-based engagement strategies and activities.
5. Become familiar with interactive workbook to guide engagement throughout the academic year.

Overview- 1.5 hours

- Working Together: Home, School, Community
- Parental Involvement Policy
 - Workbook
 - Direct participants to page 9-11. This is a sample PIP for their viewing at home.
- PTA
- Communication
 - Parent-Teacher Communication
 - Workbook
 - Direct participants to page 17-20. Note pages for coming prepared.
 - Workbook
 - Direct participants to page 5-8. Form to fill out prior to parent-teacher conferences.
 - Workbook
 - Direct participants to page 3-4. Child's schedule and teacher contact information template.
 - Workbook
 - Direct participants to page 2. Important contacts and numbers template.
- Attend School Events
- Collaborate with the Community
- In closing
 - Be sure to empower participants for making the choice to partake in workshop.
 - Be sure to ask if there are any additional questions.

- Remind parents of date and time of the next workshop

Equipment and materials: computer, projector, markers, pen/pencils, surveys, scratch paper, interactive workbook, printed power point slides for all participants (make electronic versions available via email).



Workshop Three

Work shop 3: Home-based strategies and activities

Course objectives for this workshop:

1. Understand the importance of engagement.
2. Begin to understand the role parents can play in their child's education.
4. Introduce home-based engagement strategies and activities.
5. Become familiar with interactive workbook to guide engagement throughout the academic year.

Overview-1.5 hours

- Home-Based Engagement
- Home Learning
- Homework
 - Set a Regular Time for Homework
 - Pick a Place & Stick to it
 - Remove Distractions
 - Provide Supplies and Identify Resources
 - Workbook
 - Direct participants to page 21. Supply list for future viewing at home
 - Know How to Help
- Talk with Your Child
 - Workbook
 - Direct participants to page 6-9. Articles on communication. Communication can be difficult encourage parents to read and even reread articles at home. As children change and grow the same article may hold new meaning.
- Goal-Setting
 - Conversation Starter
 - Success Starters
 - Workbook
 - Direct participants to page 22-29. Encourage parents to use templates in work book to start goal-setting with their children.

- Collaborate with the Community
- In closing
 - Be sure to empower participants for making the choice to partake in workshop.
 - Be sure to ask if there are any additional questions.
 - Remind parents of date and time of the next workshop

Equipment and materials: computer, projector, markers, pen/pencils, surveys, scratch paper, interactive workbook, printed power point slides (make electronic versions available via email).



Workshop Four

Work shop 4: Moving forward as co-educators

Learning Objectives:

1. Understand the importance of engagement.
2. Begin to understand the role parents can play in their child's education.
3. Introduce school-based engagement strategies and activities.
4. Introduce home-based engagement strategies and activities.
5. Know how to use interactive workbook to guide engagement throughout the academic year.

Overview-1.5 hours

- Moving forward
 - Allow time for parents to ask questions. Encourage parents to make copies of pages in their book to allow for unlimited use. Contact school for assistance should they need assistance in making copies
- Reflections
 - Group in threes
 - Discussion
 - Circle room interacting with each group
 - Group Discussion
 - Bring smaller groups back to larger group
- Questions?
- Post-Survey/Certificate
 - Give each participant survey and collect once completed
 - Sign each participant certificate in workbook
- Network
 - Allow parent to have refreshments and snacks while they network and get to know each other.
 - Children are welcome to join at this time
- In closing
 - Be sure to empower participants for making the choice to partake in workshop.
 - Encourage participants to take mid-semester survey.

Equipment and materials: computer, projector, markers, pen/pencils, surveys, scratch paper, interactive workbook, refreshments and snacks.



Transforming our Role as Co-Educators Pre-Survey

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What do you expect to learn from this workshop?

What are the ages of your children?

How did you hear about this workshop?

Name three home-based engagement strategies or activities?

- 1.
- 2.
- 3.

Name three school-based engagement strategies or activities?

- 1.
 - 2.
 - 3.
-



Transforming our Role as Co-Educators Post-Survey

This program was informative?

- a) Strongly Disagree
- b) Disagree
- c) Agree
- d) Strongly Agree

Name three home-based engagement strategies or activities you learned from this program?

- 1.
- 2.
- 3.

Name three school-based engagement strategies or activities you learned from this program?

- 1.
- 2.
- 3.

I would recommend this program to another parent

- a) Strongly Disagree
 - b) Disagree
 - c) Agree
 - d) Strongly Agree
-



Transforming our Role as Co-Educators Mid-Semester Survey

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What school-based activities have you used this semester?

What home-based activities have you use this semester?

Do you feel the workshop series has better equipped you to be engaged in your child's education?

Are you facing any challenges in remaining engaged?

Do you use your workbook? Yes or No

Do wish to be contacted discuss any questions or concerns? Yes or No

If so, what is the best way to contact you? _____

