

Supporting Parent Engagement and Home Learning with Guided Activity Kits

- In this approach, preschools provide activity kits for home use, including parent-child reading materials, learning games, and pretend play activities.
- Tip sheets, coaching, and discussions help parents customize activity kit use and support positive parent-child interactions and adaptive approaches to learning.
- Activity kits are carefully designed to be easy and fun to use and to promote alignment of school and home support for child learning.





Example: REDI Parent Program



Activity kits:

- Scripted books: interactive reading & social-emotional skills
- Guided pretend play & learning games: emergent literacy skills.

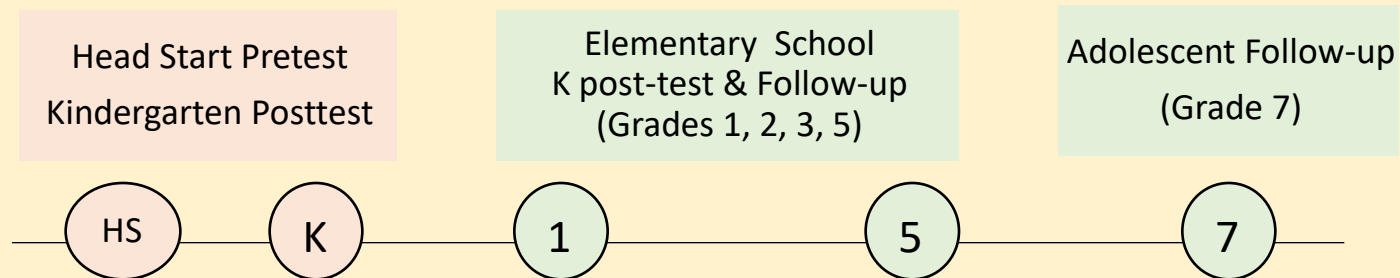
Home visits:

- Customize kit use; Promote positive support , parent-child conversation, use of emotion coaching
- Establish routines, collaborative planning, and use of problem-solving dialogue



Evaluation: RCT Design with Longitudinal Follow-up

200 children
in 24 Head Start REDI classrooms
20% Latine, 24% Black; 56% White
56% Male; 44% Female
N = 95 Intervention; N = 105 control



Sustained Benefits of REDI-P Through Grade 7

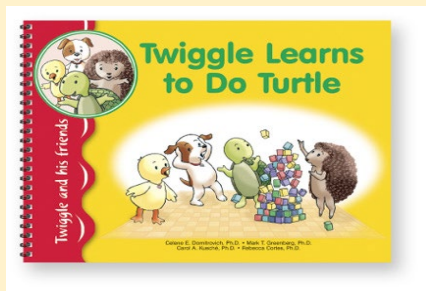
	K post-test	Grade 3	Grade 5	Grade 7
Literacy Skills	.25*	.23-.33*	.20*	.28+
Learning Engagement	.29*	.21-.36*	.15-.19*	.35*
Social Adjustment	NA	.15-.28+	.19-.25	.30*
Conduct Problems	.01	.01-.14	.05-.17	-.30*

Effect sizes are approximate range and reflect the measures within a domain collected at the indicated time period. Specific measures varied over time. Grade 7 measures were KTEA (literacy skills), Digit Span (learning engagement), Self-ratings (social adjustment), teacher ratings (conduct problems)

Adding Lighter-Touch Parent Materials to Classroom Program Also Had Benefits



The REDI-Classroom Program enriched Head Start classrooms with social-emotional learning and literacy curriculum components.



It included parent engagement materials sent home via “backpack express”

- Handouts describing classroom activities
- DVDs illustrating interactive reading, use of turtle technique
- Storybooks, “ask me” stickers, activities to promote parent-child conversation

Ask me why
Bailey couldn't
go camping.

Promoted significant improvements in parent-adolescent communication which contributed to REDI-C effects on reduced high school behavior problems.

Discussion

- Supporting parent engagement and home learning with guided activity kits can extend the benefits of high-quality ECE and promote additional long-term benefits for children
- Even “light touch” parenting materials can have long-term effects
- More intensive programming with parent coaching may be an important and under-utilized strategy to empower parents who are socio-economically disadvantaged to enhance their child’s school adjustment and well-being.
- Research is needed to optimize design, delivery systems, cost-effectiveness, and tailoring to personalize programs.

Questions and Comments

