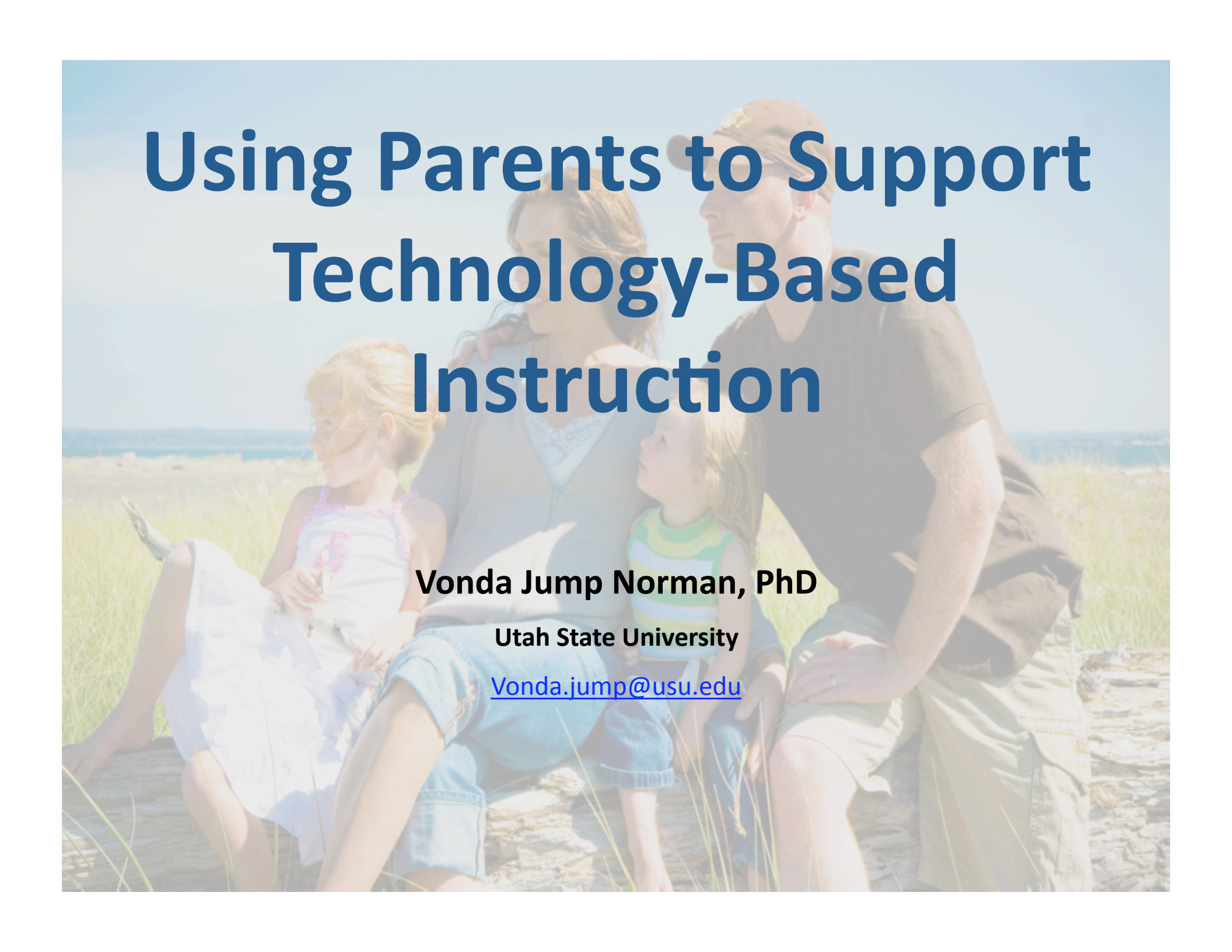


Using Parents to Support Technology-based Instruction

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EARLY EDUCATION AND
TECHNOLOGY FOR CHILDREN

A family of four is sitting on a rocky shore in a grassy field, looking out at the ocean under a clear blue sky. The father is on the right, wearing a brown cap and a dark t-shirt. The mother is in the center, wearing a grey cardigan and a blue skirt. Two young girls are sitting on either side of her, one in a white dress and the other in a striped shirt. The background shows a vast expanse of green grass leading to a blue ocean under a bright sky.

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Parent Involvement Research

- **When parents are involved at school, children:**
 - **get better grades and higher test scores,**
 - **take harder classes,**
 - **do better socially at school, and**
 - **graduate and go on to college.**

Henderson & Mapp, 2002

A photograph of a woman with long dark hair, wearing a light blue shirt, sitting on a couch and reading a book to a young girl with long brown hair. The girl is looking at the book with an open mouth, appearing to be speaking or reading aloud. The scene is warmly lit, suggesting a cozy indoor setting.

Parent Involvement Research for Children Who are Deaf

- **Children who are deaf whose parents are involved in early academic activities with their children:**
 - Have better academic success
 - Have better social-emotional functioning in school

Calderon, 2000

Parent Reflections of Previous Project:

- **“It brought all of us together to do fun activities.”**
- **“I love spending time with my child. I just wish I had more time.”**
- **“Thanks for putting these projects together....I don’t have to spend the time coming up with things to do, instead I get to spend the time doing the activities that come home every week. Thanks again.”**

A photograph of a classroom. A teacher is standing at the front, and several students are raising their hands. The classroom has a green chalkboard, a clock, and various educational posters on the wall. The text "Current Project" is overlaid in large blue letters. Below it, three bullet points describe the project's goals.

Current Project

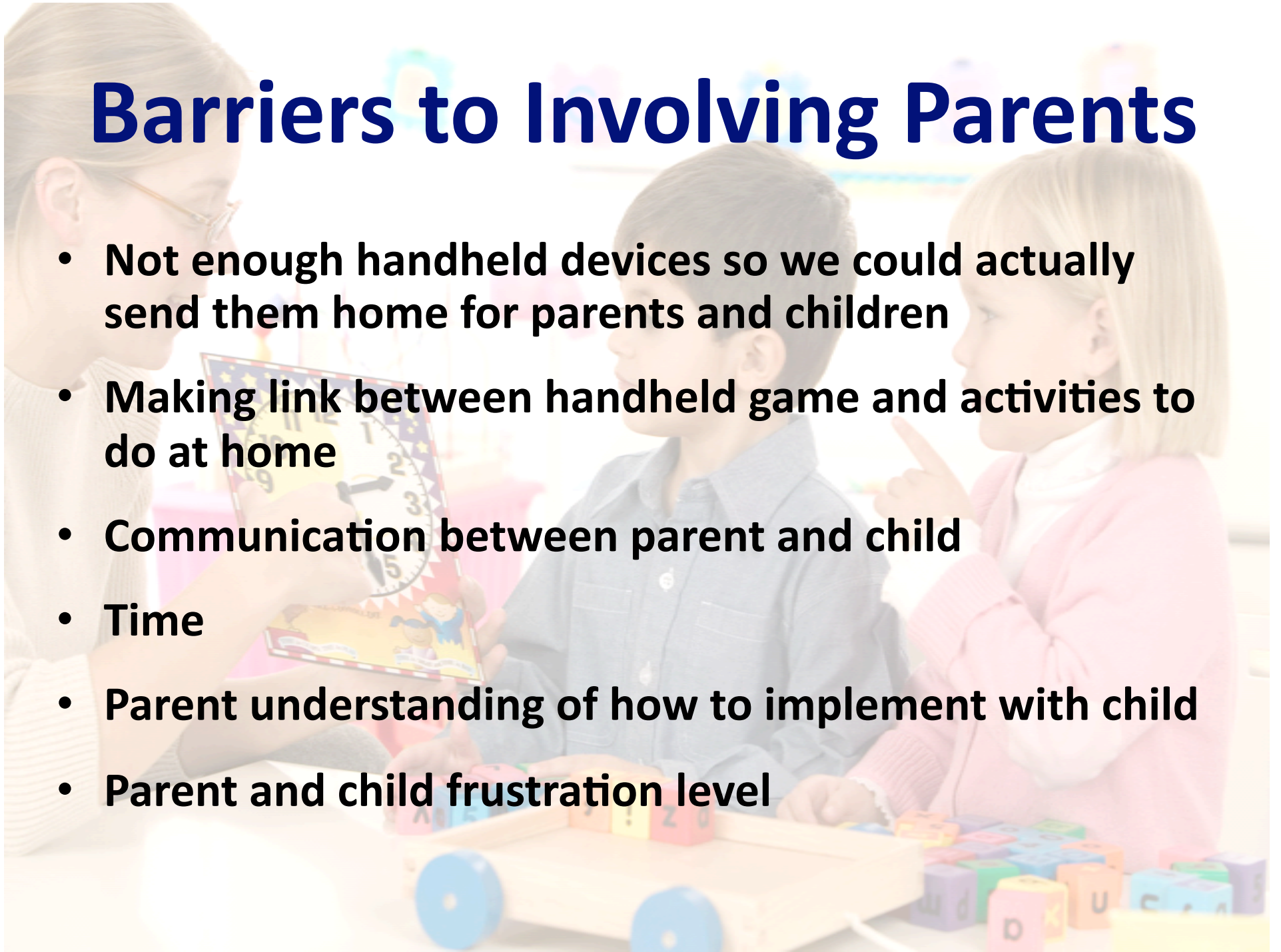
- Provide hand-held computer gaming devices to 4th and 5th grade children who are deaf or hard of hearing
- Focus on improving math skills, but language and literacy are issues
- Involve parents so that children's learning at school is reinforced at home

How Parents Will Be Involved

- Asked how they are currently involved in their child's learning and how they would like to be involved
- Invited to the school when children are using the hand-held GPS devices to observe and interact if desired
- They will be sent home activities to augment their child's learning at school
 - War card games
 - Money games
 - Measurement games (44-inch TV, will it fit into a 46-inch opening?)
 - Cooking ideas
 - Balancing checkbook help
 - Drawing maps of neighborhood

Barriers to Involving Parents


- **Not enough handheld devices so we could actually send them home for parents and children**
- **Making link between handheld game and activities to do at home**
- **Communication between parent and child**
- **Time**
- **Parent understanding of how to implement with child**
- **Parent and child frustration level**





Discussion Questions

- 1. What is your belief about involving parents?**
- 2. What is your program doing to engage parents?**
- 3. How could we combine parents and technology for student success?**

A teacher is standing in front of a chalkboard in a classroom, pointing at it. Several children are sitting at desks in front of the teacher, looking towards the chalkboard. The chalkboard has some math problems written on it, including $5+4=9$ and $3-2=1$. The teacher is wearing a plaid shirt. One child in the foreground is wearing a blue and white striped shirt. The background shows a window with blue curtains and a teddy bear on a shelf.

**Working with parents is not
just a **NICE** idea—
it is **an investment** that can
increase the chances that
children will reach their
maximum potential.**