

PARENTING DURING ADOLESCENCE AND BEYOND



EVENT DATE: January 10, 2021

HOSTED BY:



To Create Unimagined Change

Engage Parents In Education

INSTITUTIONALIZED EQUITY, LLC
<https://engageparentsineducation.com>

PRESENTATION



The Parent Role in Adolescent Development and Learning



Parent Resource Overview



Q&A Session



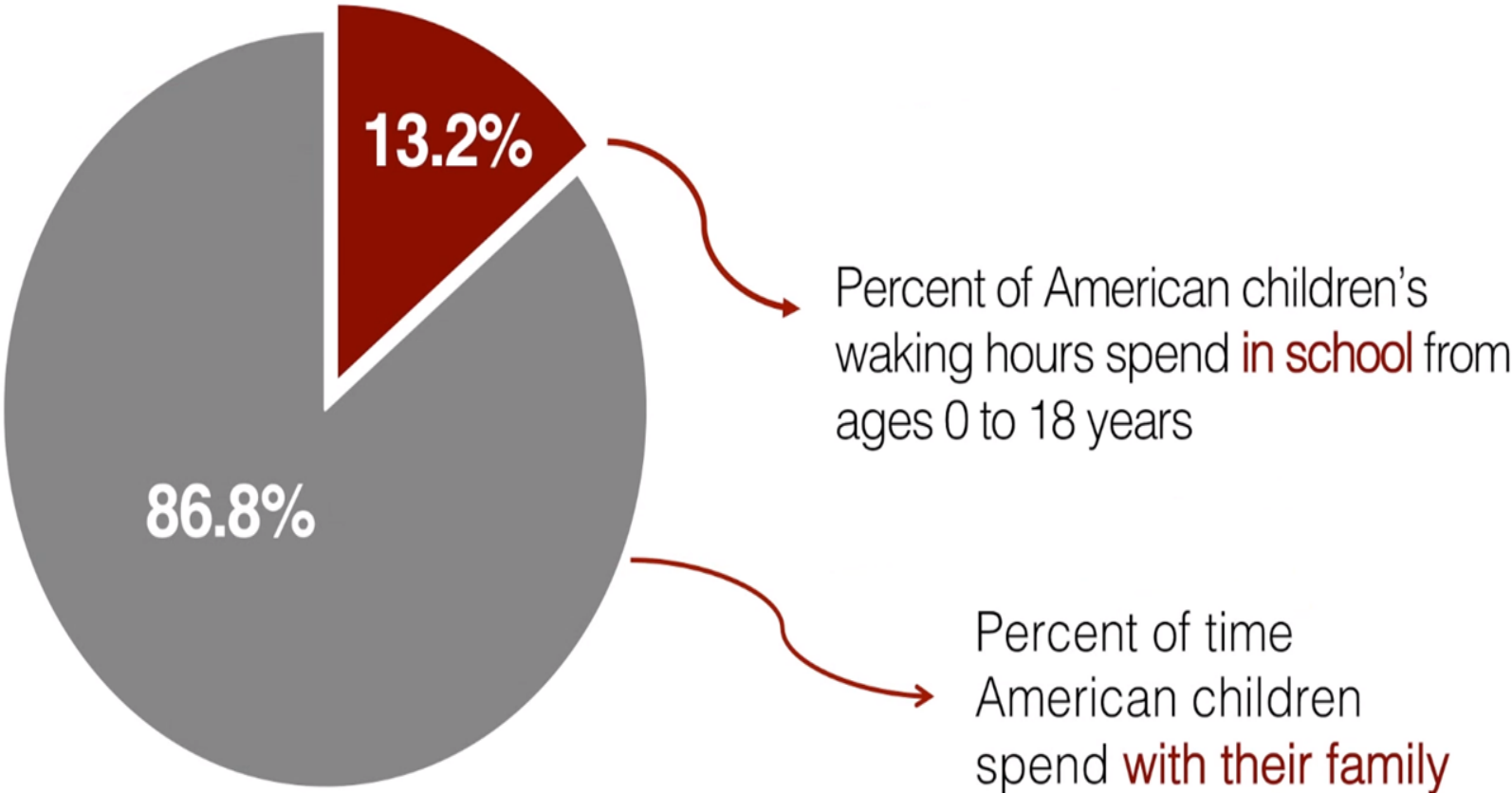


Decades of research show that when parents are involved students have:

- **Higher grades, test scores, and graduation rates**
- **Better school attendance**
- **Increased motivation, better self-esteem**
- **Lower rates of suspension**
- **Decreased use of drugs and alcohol**
- **Fewer instances of violent behavior**



Time at home eclipses time at school



The Descriptions of Families Whose Children are Doing Well in School Repeatedly Mention These Characteristics and Examples



- 1. Establish a daily family routine** -- providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together.
- 2. Monitor out-of-school activities** -- setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care.
- 3. Model the value of learning, self-discipline, and hard work** -- Communicating through questioning and conversation, demonstrating that achievement comes from working hard, using reference materials and the library.
- 4. Express high but realistic expectations for achievement** -- settings goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.
- 5. Encourage children's development/progress in school** -- maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.
- 6. Encourage reading, writing, and discussions among family members** -- reading, listening to children read and talking about what is being read.

--Henderson 1994



PISA

IN FOCUS

10



education policy education policy education policy education policy education policy education policy education policy

What can parents do to help their children succeed in school?






- Fifteen-year-old students whose parents often read books with them during their first year of primary school show markedly higher scores in PISA 2009 than students whose parents read with them infrequently or not at all.
- The performance advantage among students whose parents read to them in their early school years is evident regardless of the family's socio-economic background.
- Parents' engagement with their 15-year-olds is strongly associated with better performance in PISA.

A PARENT'S EFFORT MATTERS MOST



The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.

Elements	Actions	Definitions
 Express Care Show me that I matter to you.	<ul style="list-style-type: none"> • Be dependable.....Be someone I can trust. • Listen.....Really pay attention when we are together. • Believe in me.....Make me feel known and valued. • Be warm.....Show me you enjoy being with me. • Encourage.....Praise me for my efforts and achievements. 	
 Challenge Growth Push me to keep getting better.	<ul style="list-style-type: none"> • Expect my best.....Expect me to live up to my potential. • Stretch.....Push me to go further. • Hold me accountable.....Insist I take responsibility for my actions. • Reflect on failures.....Help me learn from mistakes and setbacks. 	
 Provide Support Help me complete tasks and achieve goals.	<ul style="list-style-type: none"> • Navigate.....Guide me through hard situations and systems. • Empower.....Build my confidence to take charge of my life. • Advocate.....Stand up for me when I need it. • Set boundaries.....Put limits in place that keep me on track. 	
 Share Power Treat me with respect and give me a say.	<ul style="list-style-type: none"> • Respect me.....Take me seriously and treat me fairly. • Include me.....Involve me in decisions that affect me. • Collaborate.....Work with me to solve problems and reach goals. • Let me lead.....Create opportunities for me to take action and lead. 	
 Expand Possibilities Connect me with people and places that broaden my world.	<ul style="list-style-type: none"> • Inspire.....Inspire me to see possibilities for my future. • Broaden horizons.....Expose me to new ideas, experiences, and places. • Connect.....Introduce me to people who can help me grow. 	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p>3. Other adult relationships—Young person receives support from three or more nonparent adults.</p> <p>4. Caring neighborhood—Young person experiences caring neighbors.</p> <p>5. Caring school climate—School provides a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.</p>
	Empowerment	<p>7. Community values youth—Young person perceives that adults in the community value youth.</p> <p>8. Youth as resources—Young people are given useful roles in the community.</p> <p>9. Service to others—Young person serves in the community one hour or more per week.</p> <p>10. Safety—Young person feels safe at home, school, and in the neighborhood.</p>
	Boundaries & Expectations	<p>11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>12. School boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. Adult role models—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. Positive peer influence—Young person's best friends model responsible behavior.</p> <p>16. High expectations—Both parent(s) and teachers encourage the young person to do well.</p>
	Constructive Use of Time	<p>17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. Religious community—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>
Internal Assets	Commitment to Learning	<p>21. Achievement Motivation—Young person is motivated to do well in school.</p> <p>22. School Engagement—Young person is actively engaged in learning.</p> <p>23. Homework—Young person reports doing at least one hour of homework every school day.</p> <p>24. Bonding to school—Young person cares about her or his school.</p> <p>25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.</p>
	Positive Values	<p>26. Caring—Young person places high value on helping other people.</p> <p>27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. Integrity—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. Honesty—Young person "tells the truth even when it is not easy."</p> <p>30. Responsibility—Young person accepts and takes personal responsibility.</p> <p>31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
	Social Competencies	<p>32. Planning and decision making—Young person knows how to plan ahead and make choices.</p> <p>33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.</p>
	Positive Identity	<p>37. Personal power—Young person feels he or she has control over "things that happen to me."</p> <p>38. Self-esteem—Young person reports having a high self-esteem.</p> <p>39. Sense of purpose—Young person reports that "my life has a purpose."</p> <p>40. Positive view of personal future—Young person is optimistic about her or his personal future.</p>



40 DEVELOPMENTAL ASSETS

“Peers exert greater influence over student choices when parents are less engaged and involved.”



The First 45 Days

Developing Successful Transitions to High School
Summit Education Initiative (SEI)

THE IMPACT A PARENT
HAS ON BOTH STUDENT
ACHIEVEMENT AND THE
DEVELOPMENT OF
NONCOGNITIVE FACTORS
IS ...

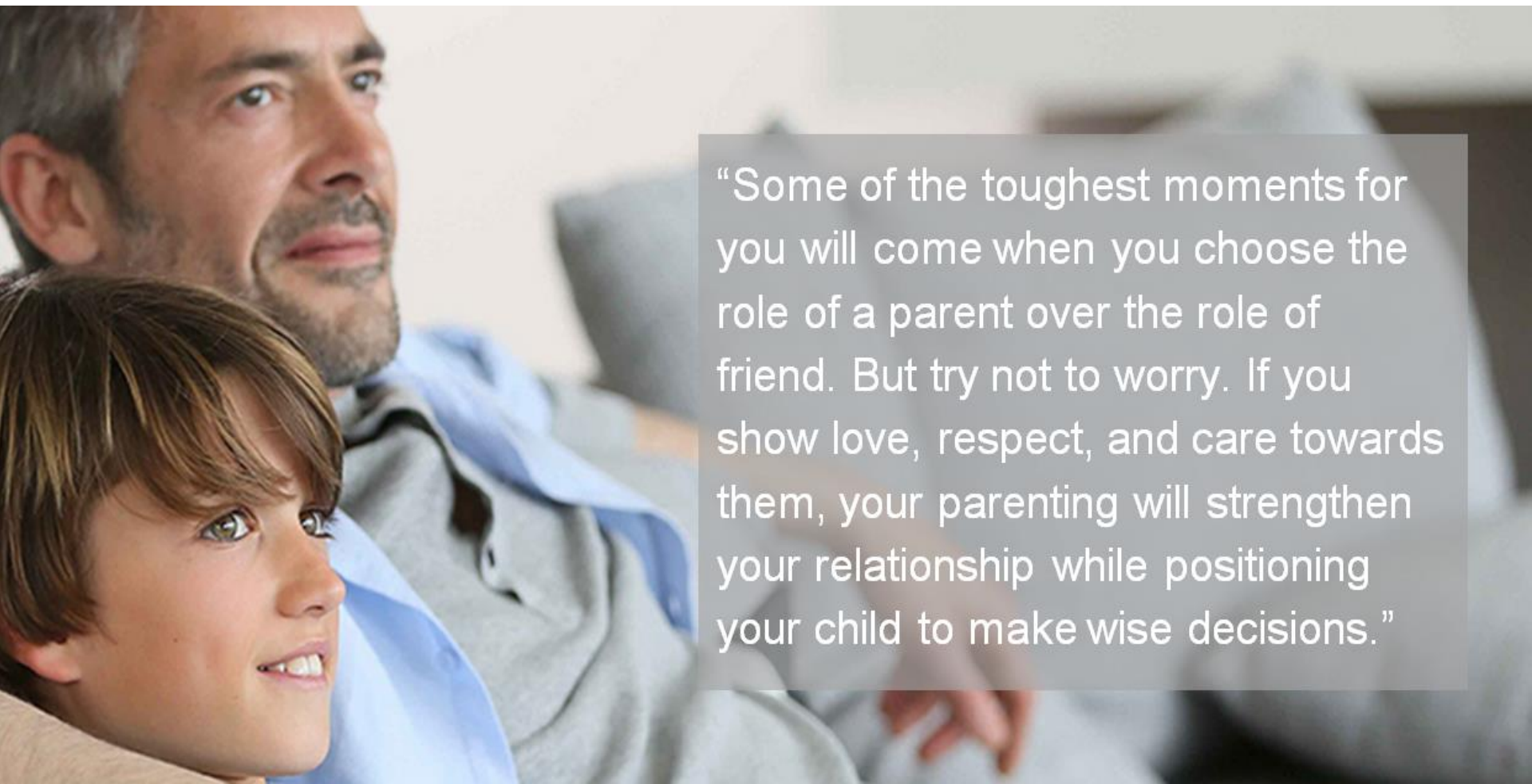
UNMATCHED



"High performing students have parents who convey the importance of education well and have resources to create a 'good' environment and counteract negative and counterproductive environments."

**A New Framework for Understanding Parental Involvement:
Setting the Stage for Academic Success
Angel L. Harris & Keith Robinson**

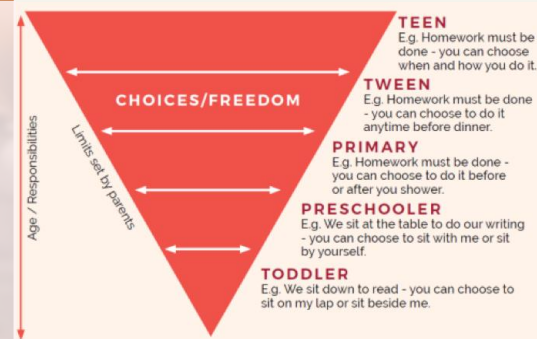
Be a Parent, Not a Friend, to Your Teen

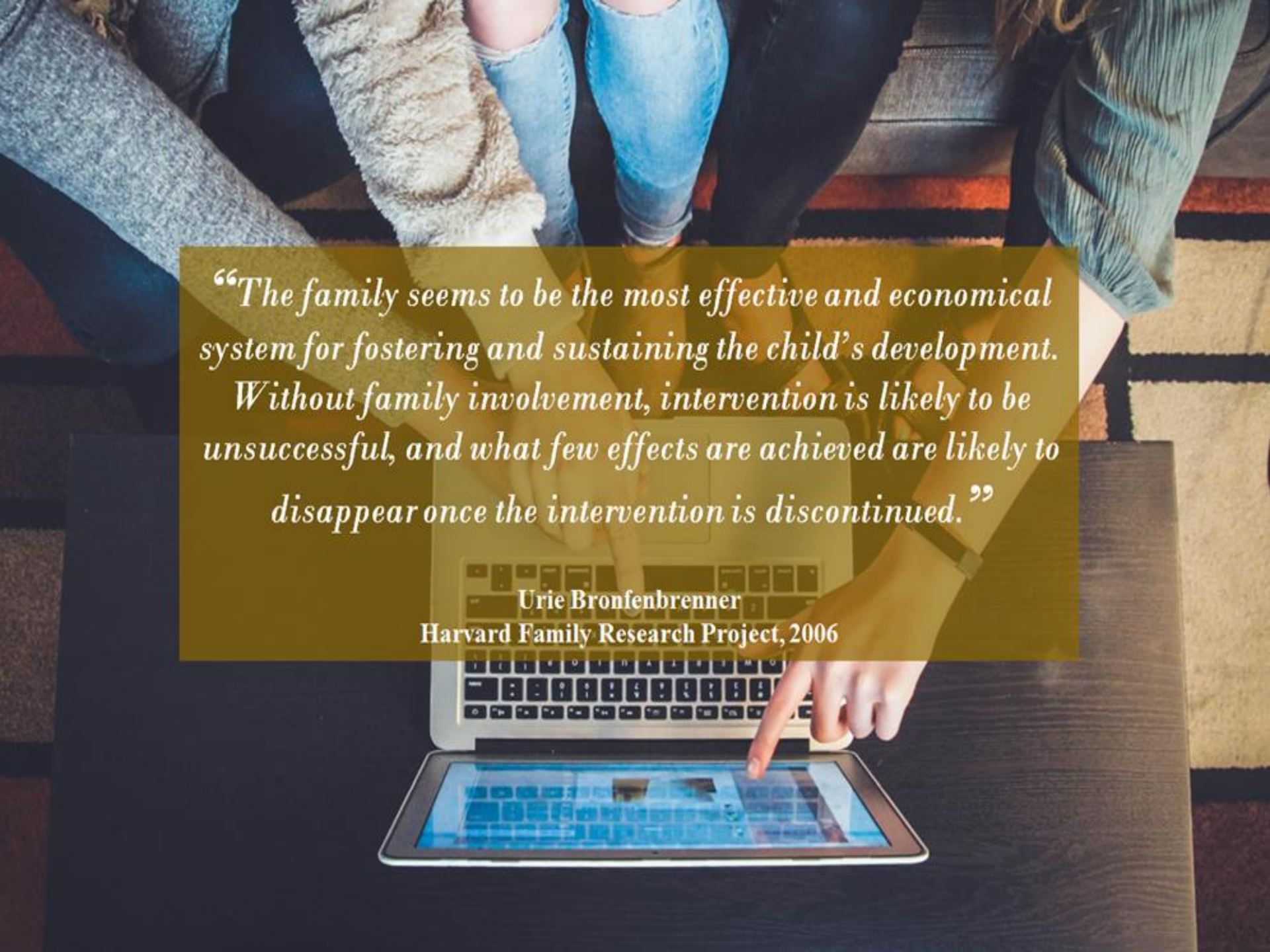


“Some of the toughest moments for you will come when you choose the role of a parent over the role of friend. But try not to worry. If you show love, respect, and care towards them, your parenting will strengthen your relationship while positioning your child to make wise decisions.”



"By the middle grades, if children have been given too many choices too early, they are typically overly empowered. It will take a bit of negotiation, writing down agreements and firmly holding these children to their agreements to prevent their pushing limits and getting into trouble."





“The family seems to be the most effective and economical system for fostering and sustaining the child’s development. Without family involvement, intervention is likely to be unsuccessful, and what few effects are achieved are likely to disappear once the intervention is discontinued.”

**Urie Bronfenbrenner
Harvard Family Research Project, 2006**

Adolescence: Are Parents Relevant to Students' High School Achievement and Post-Secondary Attainment?

EVANTHIA PATRIKAKOU

Parent Expectations → Achievement

The further in school parents believed their adolescents would go, the higher the adolescents' academic achievement.

Parents Expectations → Perception of Parent Expectations → Student Expectations → Achievement

The further in school parents believed their adolescents would go, the clearer the adolescents' perception of such expectations, the higher their own academic expectations, the higher their academic achievement.

Parents Expectations → Perception of Parent Expectations → Time Spend on Homework → Achievement

The further in school parents believe their adolescents would go, the clearer the adolescents' perception of such expectations, the more time they spend on homework, the higher their academic achievement.



Do Early Adolescents Want Family Involvement in Their Education? Hearing Voices from Those Who Matter Most

Do Early Adolescents Want Family Involvement in Their Education? Hearing Voices from Those Who Matter Most

Jianzhong Xu

This work is supported by the Spencer Foundation's Research on School Reform Planning Grant. The perspectives represented here are the author's responsibility, not the granting agency.

Abstract

Although the views and influences of early adolescents are considered critical to middle school family involvement, their voices are noticeably absent from much contemporary family involvement literature. This study examines the attitudes of early adolescents toward middle school family involvement in urban settings. Data for this study were collected from two sources: (1) a survey of students from five middle schools in one urban school district, and (2) a focus group interview with students in one of the middle schools surveyed. The findings revealed that a majority of the students wanted their families to be involved in their education, particularly through family-initiated involvement activities. The study suggests that students' desire for autonomy serves as a variable moderating their preferences for certain types of family involvement activities, rather than forming an overall barrier to family involvement at the middle school level. Thus, this study challenges the prevalent view that the primary barrier existing for middle school family involvement is adolescents not wanting their parents to be involved at all, due to their desire for autonomy. Implications from the study are discussed in the light of these findings.

They Are Not Alone

Recommended strategies to help young people without college degrees in Northeast Ohio address their concerns about attaining a postsecondary credential

A report prepared by Public Agenda for The Northeast Ohio Council on Higher Education

FINDING: Not having enough support from people who would hold them accountable and encourage them in their educational pursuits. Young adults fear that they will lack adequate support networks in college and be left to navigate the social and academic intricacies of college on their own. Many also said that they have rarely been held accountable for their own successes and failures, and without people looking out for them in college their academic success is less likely.



NUTURE TEEN BRAIN DEVELOPMENT

“All of the developmental changes going on in teen brains prepares them for adulthood. These changes prime them to be able to make wise decisions and to think critically and creatively. During adolescence they gain skills that will help them mature into independent, thriving adults. Healthy brains are central to adolescents’ future well-being, and parents play an important role in nurturing positive brain growth.”



Noncognitive Factor Learning and Life Outcomes Impact

“Self-discipline also predicted which students would improve their grades over the course of the school year, whereas IQ did not.”

Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents.

“Although they develop throughout childhood, noncognitive attributes developed during adolescence have been shown to have a significant and lasting impact on success in life (e.g., Rauber, 2007).”

Rauber, M. (2007). Noncognitive skills and success in life: The importance of motivation and self-regulation. Unpublished manuscript. Retrieved from <http://www.ub.uni-konstanz.de/kops/volltexte/2007/3789/>

The Forgotten Middle

Ensuring that All Students Are on Target for College and Career Readiness before High School



A Strong Start

Eighth-grade students' academic achievement has a larger impact on their readiness for college by the end of high school than anything that happens academically in today's high schools.

Students who are on target in eighth and ninth grade to be ready for college-level reading are substantially more likely to be on target to be ready for college in English, mathematics, and science.

Improvement in Eighth-Grade Academic Achievement and Being on Target for College and Career Readiness in Eighth Grade Are More Beneficial Than Any High School-Level Academic Enhancement

Improving Certain Behaviors of Middle School Students-- Particularly Academic Discipline-- Can Help Improve Students' Readiness for College and Career.

Academic Achievement and Academic Behaviors Combined are the Best Predictor of Academic Performance



Relative Magnitude of Effective in Predicting Eleventh/Twelfth-Grade College and Career Readiness (All Students)

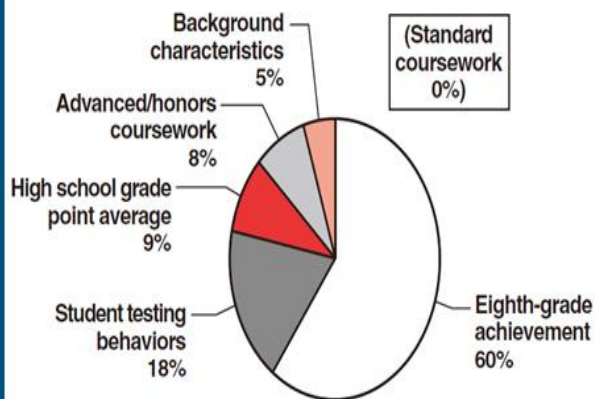


Figure 1c: Reading

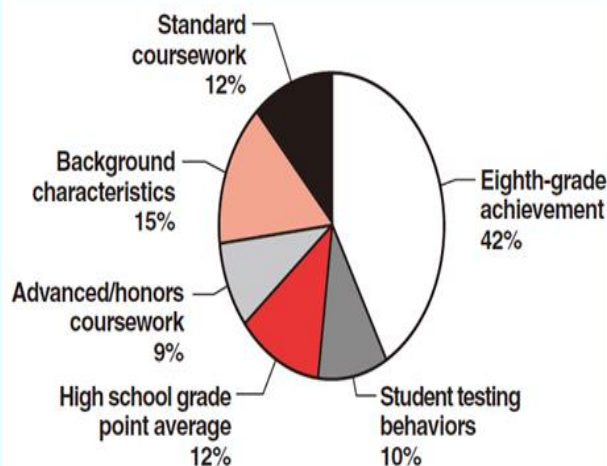


Figure 1b: Mathematics

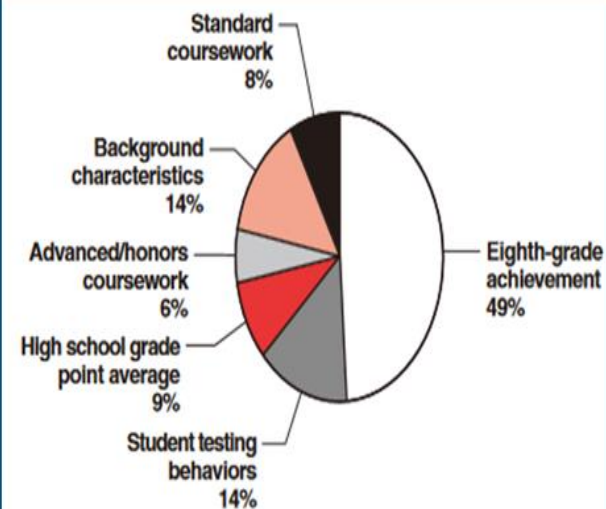


Figure 1d: Science

What are the ACT® College Readiness Benchmarks?

JEFF ALLEN, PhD, AND JUSTINE RADUNZEL, PhD

“The ACT College Readiness Benchmarks are the minimum ACT test scores required for students to have a reasonable chance of success in first-year credit-bearing college courses at the typical college.”

Table 1. ACT College Readiness Benchmarks

ACT test score	College courses	Benchmark
English	English Composition I	18
Mathematics	College Algebra	22
Reading	American History, Other History, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23
STEM ¹	Calculus, Chemistry, Biology, Physics, Engineering	26
ELA ²	English Composition I, American History, Other History, Psychology, Sociology, Political Science, Economics	20

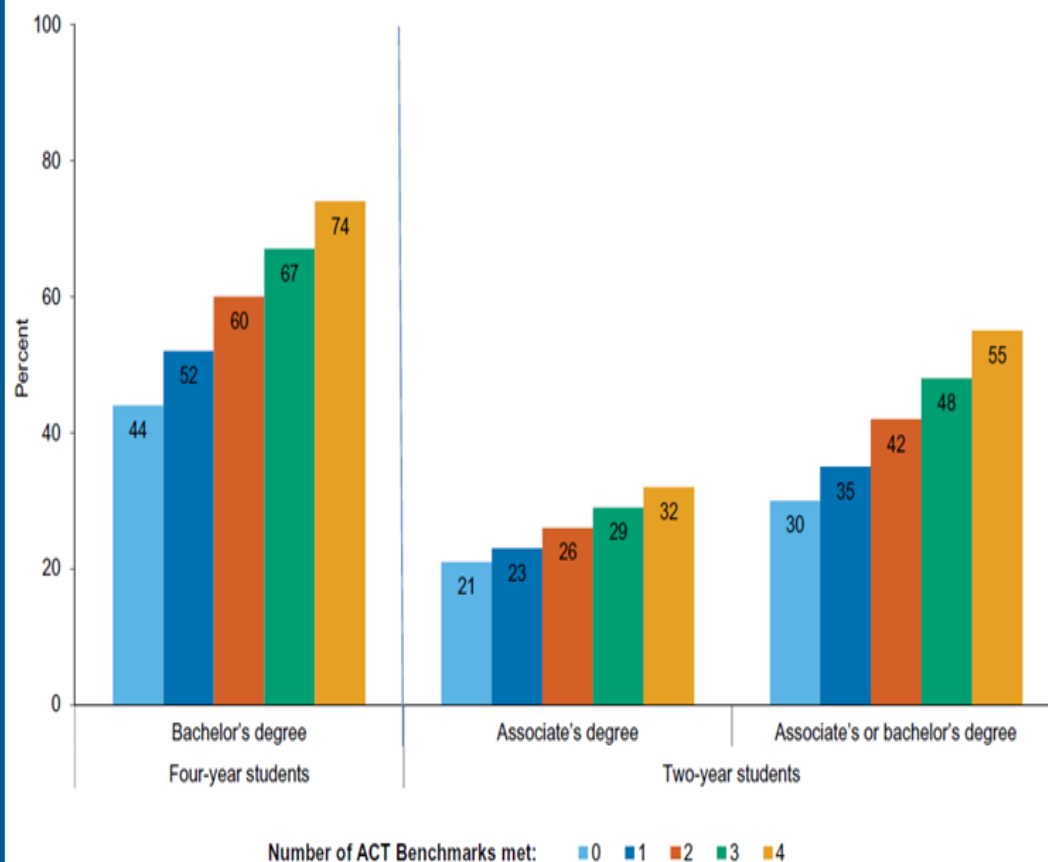


Figure 1. Six-year degree completion rates by number of ACT Benchmarks met and institution type.⁴

NWEA MATH

COLLEGE AND CAREER READINESS

ACT

(2015 Norms Percentile)

83 PERCENTILE +

Higher
Achievement

Lower
Achievement

MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT ≥ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT ≥ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	140	162	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:
230 Introduction to Algebra; 235 Algebra; 245 Geometry

NWEA READING

COLLEGE AND CAREER READINESS

ACT

(2015 Norms Percentile)

75 PERCENTILE +

READING

		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225				56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230			59-69
CCR (ACT ≥ 24)	Spring						218	223	227	230	233			66-75
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
NWEA Median	Fall	141	161	175	188	198	206	211	214	217	220	220	223	50
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7

Higher Achievement

Lower Achievement

Student Profile Report

Academic year: Current (2012-2013)

Class: sponseller reading

Show: Test 1 - 01/16/13

Select Students by: Class

Student:

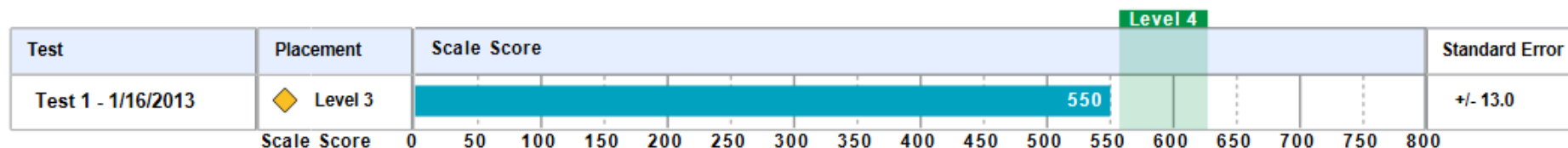
School: GLENWOOD MIDDLE SCHOOL

Define "On Level": Standard View

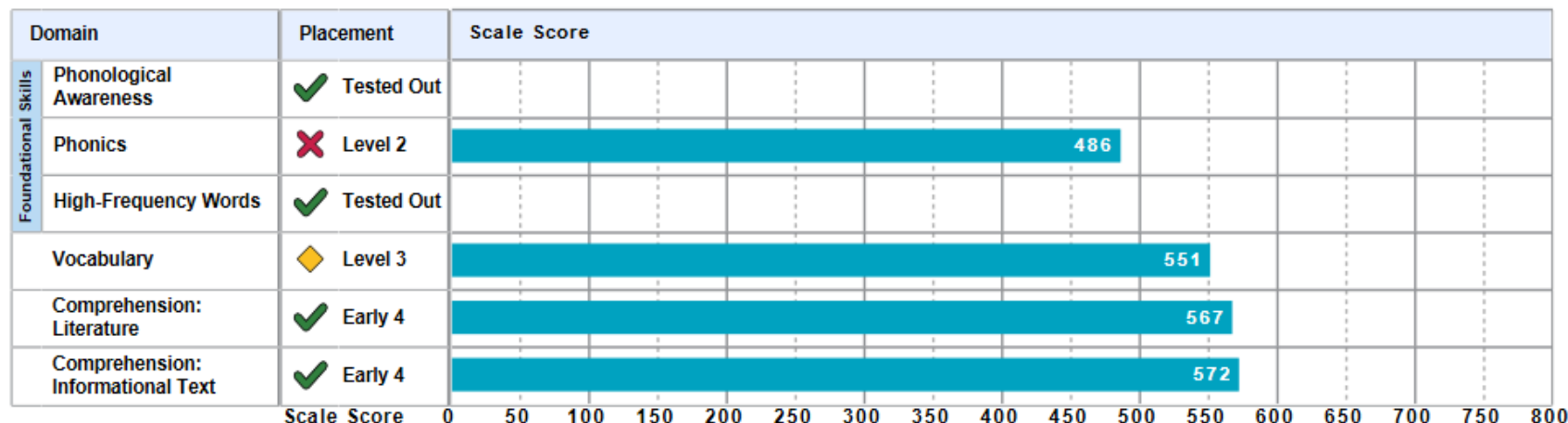
Use this report to view a student's Diagnostic performance overall and by domain and customized instructional support to help this student improve.

Overall Performance

✓ On or Above Level ◆ < 1 Level Below ✗ > 1 Level Below



Detail for Test 1 - 01/16/13



Get In the Habit of Asking Your Child's Teacher:



What Can My
Son/Daughter Work
On To Improve
His/Her School
Performance?



RELATIONSHIPS and CONTEXT IMPACT LEARNING and DEVELOPMENT

All children experience unique situations throughout their development. Parents must remain responsive to their adolescent's needs without negotiating expectations for school performance and behavior.

