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The Parent/Teacher Relationship and the Effectiveness of the Teaching Important Parenting Skills (TIPS) Program for Enhancing Parents' Knowledge about Child Development

Meghan Anderson
University of Arkansas, Fayetteville

The Parent/Teacher Relationship and the Effectiveness of the Teaching Important Parenting Skills (TIPS) Program for Enhancing Parents' Knowledge about Child Development

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Meghan Anderson
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_____
Jennifer Henk, PhD
Thesis Director

_____
Mardel Crandall, MS
Committee Member

_____
Debra Hurd, PhD
Committee Member

ABSTRACT

Parent involvement in education has been highly encouraged because of its strong associations with positive developmental outcomes for children. Teaching Important Parenting Skills: TIPS for Great Kids! (TIPS) is a program in Arkansas that relays research-based information cards to parents through the support network of the teachers. This study examines how effective the TIPS program was in enhancing parent's knowledge on child development and observes the influence of the parent-teacher relationship. Although no significant correlation was found between the parent/teacher relationship and parent knowledge, a significant correlation was discovered between the parent/teacher relationship and whether parents read the TIPS card provided to them. Results are discussed with the hope that future studies will continue to examine how to best relay helpful parenting information to families and how to further enhance the TIPS method of relaying such information through children's teachers.

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Chapter 1

Introduction

The decisions parents make have influenced their children's growth and development and led to either positive or negative outcomes (Respler-Herman, Mowder, Yasik & Shamah, 2012). Parenting behaviors are often reflective of their beliefs (Mowder, 2005), which are partially shaped by the parents' knowledge of child development (Respler-Herman, Mowder, Yasik & Shamah, 2012). A parent's knowledge is their understanding of behaviors appropriate to fulfill the biological, physical, safety, socio-emotional, and cognitive needs of children as they develop (Bornstein, Cote, Haynes, Hahn & Park, 2010). Greater understanding has reaped more positive outcomes for the family. For example, parents who had a greater breadth of knowledge about child development were associated with higher rates of parental satisfaction and competency (Bornstein, Cote, Haynes, Hahn & Park, 2010). When parents better understood why children behaved the way they do, then they were more likely to have a positive outlook on parenting and more apt to engage in positive parenting behaviors (Bornstein, Cote, Haynes, Hahn & Park, 2010).

A strong social support network for the family was also associated with more positive parenting behaviors (Respler-Herman, Mowder, Yasik & Shamah, 2012). This social network often included families, friends, and neighbors, but early childhood programs strived to make teachers a part of that support system by forging positive relationship between families and teachers (Baumgartner & McBride, 2009). Most quality standards for early childhood programs required or strongly encouraged communication and partnership between teachers and families. The National Association for the Education of Young Children's (NAEYC) accreditation criteria for quality childcare included a joint effort between parents and teachers to determine program

goals and form a reliance on families as a resource for learning more about the children (Reedy & McGrath, 2010). NAEYC's position was that close partnerships between parent and teacher affirmed the role of parent as an integral part of the educational and developmental process for their children. Early Head Start programs also involved families by asking them to share knowledge about their children and to be partners in the planning process for curriculum (Baker & Manfredi-Petitt, 2004). The objective was having parents and teachers working together in a relationship based on shared decision making, mutual trust, and respect in pursuit of helping encourage and enhance the child's development (Dunst et al., 2000).

Statement of Need

A positive relationship encouraged parents and teachers to exchange information about the children, which resulted in positive outcomes for parents and children. In addition, knowing effective parenting practices and having realistic expectations of children's behaviors helped parents to be more resilient in the face of adversity (Bokony, 2009). Some families were confronted with risk factors on a daily basis, but with access to information, resources, and support, families could increase their resiliency against child abuse and neglect (Bokony, 2009). Effective parenting skills included talking and reading to children, playing with children, providing stimulating and enriching materials at home, and establishing clear and consistent limits (Bokony, 2009). Researchers who examined Early Head Start (EHS) programs, which serve families at the federal poverty line, discovered that focusing on parents and providing guidance in their relationship with children led parents to be more supportive, be less negative in their interactions, use less disciplinary behavior, read more with their kids, and more likely offer a stimulating environment at home (Rafferty, 2010). When parents took a more active role in their children's education by reading to them and creating a space at home for learning activities,

researchers discovered a strong relationship to preschool competencies and a positive correlation to the children's receptive vocabulary (Fantuzzo, McWayne, Perry & Childs, 2004). In a study of Head Start preschool children, researchers discovered higher levels of parent involvement were related to significantly lower levels of classroom behavior problems (Fantuzzo et al., 2004). Parent involvement in education has been highly encouraged because of its strong associations with positive developmental outcomes for children. Parent involvement is a beneficial factor to all children's learning, but especially for children living in poverty, who are at greater educational risk (National Research Council, 2001).

Statement of the Problem

While parent knowledge has supported children's positive outcomes, many parents have lacked the resources and materials to be informed about child development. Various researchers have created parent education programs in hopes to

> enhance the satisfaction and functioning of families and development of children by communicating knowledge about child rearing and child development that increases understanding and by providing alternative models of parenting that widen parents' choices, teaching new skills, and facilitating access to community services (Bornstein, Cote, Haynes, Hahn & Park, 2010, p. 1687).

Although research has provided much information in child development and parenting, this information has often been poorly translated to parents, not clearly explained, or presented in a manner that demoralized parents' confidence (Bornstein, Cote, Haynes, Hahn & Park, 2010). Parent education was intended to be a form of helpgiving, which if effective could provide parents with information necessary to make knowledgeable choices and to enhance parents' competency in solving problems, meeting children's needs, and achieving desired goals for themselves and their families (Dunst, Trivette, & Hamby, 1996).

Teaching Important Parenting Skills: TIPS for Great Kids! (TIPS) was created as an

alternative to formal parent education classes, which have demonstrated many challenges in successfully instructing parents. The TIPS program was an effort to find a new method to get information to families who were at higher risk. The goal was to relay research-based information to parents through the support network of the teachers. Teachers were formally trained in the TIPS program and encouraged to build relationships with parents. Through these relationships, teachers were to learn of the families' individual needs and struggles and seek opportunities to share TIPS cards that addressed those needs (Bokony, 2009). Because the cards were relevant to the families' needs and came from a trusted source, the creators of TIPS hoped parents would be more apt to read the cards and heed their suggestions.

Purpose of the Study

The purpose of this study was to examine how effective the TIPS program was in enhancing parent's knowledge on child development and to observe the influence of the parent-teacher relationship. The parent and teacher relationship was theorized to be a key component in the implementation of TIPS. Parents must feel comfortable seeking help from the teachers, and they must value a teacher's opinion enough to consider reading the TIPS material and apply the information to their parenting. The primary objectives of this study were to observe:

1.) Does a correlation exist between the teacher and parents' relationship and the effectiveness of the TIPS program in enhancing parents' knowledge on child development?

2.) How many TIPS cards does it take for parents to increase their understanding of positive parenting behaviors?

This study hypothesized that the parents who reported they had a stronger relationship with the teachers would be more receptive to reading and implementing the TIPS cards. This would allow

the TIPS program to have a greater impact on enhancing the parents' knowledge of positive parenting behaviors.

Key Terms

Parent knowledge: parents' understanding of behaviors appropriate to fulfill the biological, physical, safety, socio-emotional, and cognitive needs of children as they develop (Bornstein, Cote, Haynes, Hahn & Park, 2010).

Teacher: the lead care provider of children in a childcare setting, who is responsible for informing parents on how to create developmentally appropriate goals and expectations for their children and preparing parents for changes in children's development (Knopf & Swick, 2007).

Parent/teacher partnership: parents and professionals working together in a relationship based on shared decision making and mutual trust and respect in pursuit of helping encourage and enhance the child's development (Dunst et al., 2000).

Parent education: form of helpgiving, which if effective provides parents with information necessary to make knowledgeable choices and to enhance parents' competency in solving problems, meeting children's needs, and achieving desired goals for themselves and their families (Dunst, Trivette, & Hamby, 1996).

Chapter 2

Review of the Literature

Parent Knowledge

Parents' knowledge can be defined as their understanding of behaviors appropriate to fulfill the biological, physical, safety, socio-emotional, and cognitive needs of children as they develop (Bornstein, Cote, Haynes, Hahn & Park, 2010). In a national survey, 3,000 American adults were asked questions about child development issues in order to measure how knowledgeable adults were on intellectual, emotional, and social development of children from birth to 6 years old. Although parents were informed on several topics, the survey revealed certain gaps in adults' knowledge of child development. For instance, 45% of parents thought spoiling children included picking up a three month old every time they cried and allowing a two-year old to get down from the table before the rest of the family finished the meal. In regards to discipline, 37% of parents believed spanking to be a fitting punishment for children under two. Probably the most disconcerting findings from the survey were that 23% of parents believed children 6 months or younger would not suffer long-term effects if they witnessed violence in the home (Civitas Initiative et al., 2000). These survey results were disconcerting given that parents' beliefs and behaviors in rearing their children have greatly influenced their children's outcomes across all domains of development.

Parents' understanding of developmental norms and safety is thought to shape their practices and behaviors with childrearing and could consequently affect the well-being and health of their children (Bornstein, Cote, Haynes, Hahn & Park, 2010). For example, parents who believed parenting had a positive impact on children's outcomes were more likely to support love, affection, and modeling in their parenting style (Dodge, Kenneth, Bates, Pettit & Zelli,

2000) while parents who believed parenting had little influence favored discipline (Luster & Kain, 2007). If some parents believe they have little influence in their children's lives, then parent education needs to start with informing parents on how crucial a role they play and how parenting practices could influence outcomes for their children. For instance, researchers learned when parents were responsive and sensitive to their children's negative emotional expression, children were more likely to have socio-emotional competencies while parents who had negative and unsupportive responses were more likely to have children with lesser understanding of emotional knowledge and lesser ability to regulate emotions (Havighurst, Wilson, Harley, Prior & Kehoe, 2010). Researchers want to promote more positive, responsive parental involvement with children, because less parental involvement and harsh, inconsistent discipline has been strongly linked to the likelihood of children developing conduct problems (Shaw & Winslow, 1997; McGilloway et al., 2011). Positive parenting behaviors, however, have benefited children by potentially mediating the connection between risk factors (difficult child temperaments) and the chances of children developing conduct-disordered behavior (Paulussen-Hoogeboom, Stams, Hermanns, Peetsma, & van den Wittenboer, 2008; Gardner, Burton & Klimes, 2006). Parenting attitudes and practices play an influential role in children's development. In fact, Gardner, Burton, and Klimes (2006) discovered that improved parenting skills from a parent intervention program was the only variable that had significant influence on children's outcomes for behavior.

The level of parental involvement and type of parental practice has been related to how much a parent knows about early childhood development. More education tends to be associated with more positive practices. For example, mothers with more child development knowledge were more apt to offer more developmentally stimulating experiences, which resulted in better

developmental outcomes for their children (Ertem et al., 2007) while parents who lacked knowledge showed a lower competency in parenting and were less likely to encourage their child's development (Hess et al., 2004). Since parent practice is strongly associated with parent knowledge, researchers have studied where parents get their information and which population is in need of more education.

Bornstein, Cote, Haynes, Hahn and Park (2010) discovered that mothers who were older, more educated, and had greater access to written materials had more parenting knowledge, while parents who were young and had a lower education were less informed about child development (Reich, 2005). A mother's knowledge of child development and parenting was related to that of her mother's knowledge (Bornstein, Cote, Haynes, Hahn & Park, 2010). Parents are prone to practice what was modeled for them when they were young especially if they have not had any formal education or training. In the Civitas Initiative et al. (2000) national survey of mothers of children under three, 70% of women said they relied on their spouse and 66% on their mother for parent advice and knowledge. Only 20% consulted childcare providers for information (Civitas Initiative et al., 2000). Ideally, parents would seek child-rearing advice from someone whose professional training and education is in early childhood rather than consulting family members with no early childhood background. The dilemma for early childhood educators is relaying research-based information to parents when educators have limited accessibility to parents. The creators of TIPS aim to encourage a strong parent/teacher relationship, so teachers can become the intermediate between educators and parents. Teachers have access to research-based information through trainings as well as access to parents through daily classroom interactions. The hope is to have parents feel more comfortable using their child's teacher as a routine source of information on child development and appropriate parenting practices.

Parent/Teacher Relationships

By building strong positive relationships with the families, teachers can help serve as a protector or buffer against risk factors posed by the children's environment (Nalls et al, 2010). Students in the United States have struggled with high levels of low educational achievement, especially in comparison with students of other western nations. School dropout rates have escalated since the 1990s as students and parents' engagement in education declined, more specifically those in low-income settings (Fantuzzo, Tighe & Childs, 2000). In past years, the nation has created educational goals that focus primarily on school readiness and parent involvement, because a collaborative effort between parents and teachers has shown to increase the likelihood of academic achievement for children (Fantuzzo et al., 2000). Continuity between the home and school environments is important and to maintain that continuity, primary caregivers and school staff need to keep up two-way communication (Fantuzzo et al., 2000).

In a qualitative study of directors from multiple NAEYC-accredited sites, researchers observed a consensus among directors that "open communication is an integral part of their relationships with parents" (Reedy & McGrath, 2010, p. 349). In a year-long ethnographic case study of mother/teacher relationships in an economically diverse child care center, researchers learned that parents wanted as much information as possible about their children's day, and parents defined their partnership with teachers in regards to their exchange of knowledge about the child with one another. Mothers also believed that daily exchanges and information on their child's well being helped to build trust in the childcare center (Reedy & McGrath, 2010).

Studies have shown that parental involvement increased when teachers built a stronger relationship with the parents (Knopf & Swick, 2007). Reciprocal and sincere relationships between parents and teachers often put parents at ease and helped them to feel more relaxed

about leaving their child in another person's care. This trust translated into confidence, so when differences or concerns arose, parents were more willing to compromise and find resolution. Also, the more comfortable families felt, the more likely they shared information and parenting concerns (Baker & Manfredi-Petitt, 2004).

Communication and partnership have not only benefited parents, but both have also provided teachers with better insight into the children and their routines (Baker & Manfredi-Petitt, 2004). Dickenson and DeTemple (1998) learned that parental reports on children's literacy development at four years old predicted literacy-related variables in first grade. Their study suggested that parents' information on their children could be helpful for teachers. Communicating with parents and acknowledging them as the experts on their children has allowed parents to be a resource for teachers, so teachers could better understand the children's needs and abilities, and parents and teachers could form a relationship of mutual respect and trust (Dickenson & DeTemple, 1998).

Swick (2004) discovered that parents thought collaboration and communication were important elements in strengthening family involvement. The relationship between parents and teachers was built on trust, and if the parents trusted the teachers, then parents were more likely to perceive the teachers as quality care and were more apt to engage in teacher interactions (Knopf & Swick, 2007). When the partnership strengthened through daily interactions, ongoing conversations, and friendship-like sharing of information, then parents and teachers became more trusting of one another and were willing to broach more sensitive issues (Baker & Manfredi-Petitt, 2004). A stronger relationship encouraged parents to feel more empowered in their abilities in childrearing (Dunst & Dempsey, 2007).

If teachers took time to recognize how each family approached parenting and how their orientations differed, then parents could more easily engage in conversation that is more supportive of their needs rather than critical or judgmental of it (Baumgartner & McBride, 2009). Parents also responded well when given the chance to learn what they felt was most important about their children and were better able to direct the instruction provided by childcare staff (Baumgartner & McBride, 2009). By listening to the parents, teachers could more appropriately access the information and resources that best helped meet the parents' goals and children's needs (Knopf & Swick, 2007). Supportive and encouraging teachers who foster strong partnerships with parents helped parents increase their competency as family leaders and have more meaningful involvement with their children (Knopf & Swick, 2007).

A huge challenge in educating parents has been finding a way to get the information to parents in such a way that parents are willing to listen and heed the guidance. The creators of TIPS wanted to use this parent/teacher relationship as the vehicle for parent education. If teachers and parents could establish a good sense of trust and respect, then parents would hopefully seek out the help of teachers; thus, providing teachers the opportunity to respond with valuable research-based information.

Parent Education Methods

Parent education programs are helpful ways to encourage parents to discover knowledge and to feel more confident in childrearing, which should lead to more positive outcomes for the children (Knopf & Swick, 2007). It is the responsibility of teachers to inform and prepare parents for changes in children's development and how to create developmentally appropriate goals and expectations for their children (Knopf & Swick, 2007). Indeed, teachers are uniquely equipped for parent education through their expertise and relationship with families.

Unfortunately, there have been many challenges in educating parents and families. One method of parent education is classes but classes have often had high attrition rates. Several research studies have shown that parents with lower socioeconomic statuses (SES) were more likely to drop out of education classes than families of higher SES (Frey & Snow, 2005). Middlemiss (1996) observed that lack of transportation, lack of childcare, and the time inconvenience also factored into parents dropping out of education groups (Frey & Snow, 2005). However, in some parent education courses, parents were offered incentives and reimbursed for any costs, and attrition rates were still high, which made researchers wonder what else was leading parents to drop out (Frey & Snow, 2005).

One study by Frankel and Simmons (1992) observed that those parents who felt most helpless and negative towards the program were the most likely to drop out of the program. Another study observed that parents who felt highly entitled were more likely to drop out, especially if they were not given individualized attention. The treatment group where the highly entitled parents were paid more attention and encouraged more to participate had a significantly smaller percentage of attrition than the highly entitled in the control group (Frey & Snow, 2005). Parents need to feel encouraged and empowered in order to be receptive of new information.

Past research has shown a need to focus on how information was transmitted from teachers to parents (Reedy & McGrath, 2010). While communication between parents and staff is important, it has been met with many challenges. Verbal communication of information between parents and staff has often been misinterpreted or forgotten (Reedy & McGrath, 2010). Endsley and Minish (1991) observed that conversations between parents and teachers lasted an average of 12 seconds, that parents were not interested in communicating with the staff about their children, and that many of the parent/staff relationships were strained. Verbal

communication with parents was often restricted by time. In the morning, most parents had to rush to work, and at the end of the day, teachers were often ready to go home after a long day of work. There had also been language, cultural, socioeconomic and educational differences between parents and teachers, which presented problems when providing parents information (Fantuzzo, 2004).

Some teachers lacked a sense of efficacy in their relationships with parents, because they believed parents ignored materials sent home or refused to come to conferences (Keyes, 2002). Directors reported challenges in communicating to parents through written notes, especially if English was the families' second language (Reedy & McGrath, 2010). They also feared tone might be misinterpreted in written material, because notes sacrificed sentiment to keep the message short for parents' convenience (Reedy & McGrath, 2010). Written material was also believed by teachers to be lost or unread by many parents, which was frustrating for teachers (Reedy & McGrath, 2010). Teachers are in need of effective strategies to get reluctant families involved with the programs (Nalls et al., 2010). These challenges are why different researchers continue to examine parent education programs and how to best relay information to parents.

Teaching Important Parenting Skills (TIPS)

Teaching Important Parenting Skills: TIPS for Great Kids! (TIPS) is a parent education program that was created by Dr. Patti Bokony, copyrighted by the University of Arkansas for Medical Sciences (UAMS) Department of Psychiatry Division of Health Services Research, and funded by the U.S. Department of Health and Human Services Administration for Children and Families, the U.S. Department of Education, and the Arkansas Department of Human Services Division of Child Care and Early Childhood Education (Bokony, 2009). The TIPS program was created as an alternative to formal, structured parenting classes, because classes demonstrated

little success in engaging high-risk families (Bokony, 2009). The creators of TIPS wanted to develop a form of education that relayed information to parents at no cost and little time consumption.

The TIPS program was based off the Brief Parenting Intervention (BPI) Model, which primarily focused on the family and building strong relationships between parents and teachers. The first step for both the BPI model and TIPS was childcare teachers engaging families in important relationships, where parents felt comfortable asking teachers questions and discussing any concerns. According to the BPI model, teachers established a meaningful relationship by being attentive to parents' individualized needs and by using relational helpgiving practices such as empathy, respect, active listening, and encouragement of family strengths (Bokony, 2009). Parents were to be viewed as equals by the teachers so as to help parents feel empowered instead of judged (Bokony, 2009). By establishing strong positive relationships with parents, teachers could use these opportunities to present parents with current research-based information on whatever topic is in question regarding the specific need of the family.

The TIPS trainers instructed teachers on how to implement the TIPS cards and on how to build relationships with parents. The BPI model had three main principals for getting parents involved, which were quickly referenced as partner, link, and share. Partner meant teachers recognized where parents were coming from and how their family uniquely operated. Link referred to teachers giving information and resources that specified to each family's particular need, and share was in regards to the teachers appropriately responding to family needs and anticipating future needs (Bokony, 2009). If the information provided addressed a current issue that families were facing, then parents would use the information immediately and ask for more information in the future (Bokony, 2009).

TIPS' trainers stressed the significance of this parent/teacher relationship and the value of conversation when parents were dropping off and picking up children. The reason for building a relationship with parents was so parents would feel comfortable asking the childcare teacher questions, and then the teacher could reference the appropriate TIPS card that catered to the specific need of each parent.

The TIPS creators' main objective for the program was to use the parent/teacher relationship as a mechanism to connect the home and school environments to guide and enhance children's development (Bokony, 2009). Parents and teachers have been significant influences in children's lives and how they collaborate could have many implications for children's development. Their interactions have provided an environmental context for the child, which has influenced the child's growth and experiences. Brofenbrenner's bioecological theory has delved into how parents and teachers' relationships play an important role in the child's development.

The Bioecological Model

The TIPS creators focused on bringing the child's primary caregiver at home together with the primary caregiver at school to share information that could positively influence the child's safety and development. The bioecological theory discussed a network of interacting systems (Brofenbrenner & Morris, 2006). Brofenbrenner (1979) explained how children grow and accommodate to the environmental contexts around them and to the relationships formed inside those contexts (Brofenbrenner & Morris, 2006).

Children's immediate environments were their microsystems and included their families, schools, neighborhoods, and childcare programs. Because these were the environmental contexts that children encountered on a daily basis, these contexts contained the majority of children's proximal processes and were the most effective interactions on their development

(Brofenbrenner & Morris, 2006). Relationships in their microsystems were not restricted to the parent/child relationship or teacher/child relationship. The parents and childcare professionals made up a major component of the microsystem, and how they interacted could have an impact on children's development (Keyes, 2002).

> Families develop patterns of living in the context of their larger systems and they provide the context for the child's primary experience of the world. Similarly, childcare centers provide another context for the child. In the family's interactions with centre staff, a process unfolds that addresses the fit between those two contexts' patterns and how well they support the child's development (Nalls, et al, 2010, p. 1055).

Parent/teacher relationships could impact children. If the relationship were one of mistrust and disrespect, then children would be attuned to that tension and less able to focus on their normal development tasks (Baker & Manfredi-Petitt, 2004). However, if the relationship were founded on trust and confidence, then the care for the child would be consistent, supportive, and seamless, which would provide a more encouraging environment and promote healthy interactions with others (Baker & Manfredi-Petitt, 2004).

If children's interactions with their parents and teachers became more complex and interactive, then that would help children become better "agents of their own development" (Brofenbrenner & Morris, 2006, p. 797). In other words, these processes would become extended patterns for the children like reading, learning new skills, acquiring new knowledge, comforting and playing with others, etc. (Brofenbrenner & Morris, 2006). How children participate in these proximal processes and reciprocate in their interactions would influence their motivation, knowledge, and skills (Brofenbrenner & Morris, 2006).

Children have been active participants in the development process, because the exchanges with their parents, teachers, and environment were reciprocal. Initiatives were not merely set by the adults. The extended exposure to interactive processes encouraged and

promoted motivation, knowledge and skill of children to partake in activities on their own or with other people in the future (Brofenbrenner & Morris, 2006). As children get older and their capabilities increase, proximal processes must become more complex and involved in order for children to expand their skill set and to recognize their future potential. (Brofenbrenner & Morris, 2006).

The TIPS trainers emphasized the parent and teacher relationship as an influential context for children and have trained teachers on how to communicate with parents in different situations and scenarios. They also instructed teachers on how to most appropriately distribute the TIPS cards without offending or insulting the parents. The creators of TIPS wanted to use this parent/teacher relationship as a means to educate parents, because the relationship is an unavoidable environmental context that can influence the child unintentionally. The creators of TIPS believed in having intention with this relationship and trying to maximize its potential in hopes to enhance the parent's knowledge on child development.

The TIPS program has also enhanced teacher knowledge through professional development training. TIPS trainers educated the teachers who then turned around and informed the parents. Both spheres of influence have been educated and informed, and if they work together, then it could multiply the positive effects for the child.

This study was conducted to address the following research questions:

1.) Does a correlation exist between the teacher and parents' relationship and the effectiveness of the TIPS program in enhancing parents' knowledge on child development?
2.) How many TIPS cards does it take for parents to increase their understanding of positive parenting behaviors?

The hypothesis was that parents who perceived to have a stronger, more encouraging, open relationship with teachers would be more willing to read and learn the information presented by the TIPS cards, and thus, help enhance their knowledge of child development. In other words, it was assumed if parents had a higher score on the Helpgiving Practices Scale, then those parents would also score higher on the Child Development Knowledge Scale. It was also hypothesized that parents would score higher on the Child Development Knowledge Scale if they received more TIPS cards. The pre and post-test for Child Development Knowledge are displayed in Appendix A and the Helpgiving Practices Scale in Appendix C.

Chapter 3

Methodology

Participants

This study's sample was a convenience sample determined by the school-based ABC programs that attended the TIPS training session in Arkadelphia on June 7, 2012. An ABC specialist created lists of ABC programs across Arkansas, which she thought held more promise in implementing the TIPS program. ABC programs on these lists were contacted by phone and offered the chance at hours of professional development if they attended the TIPS training. The Arkansas Department of Human Services Division of Child Care and Early Childhood Education (DCCECE) funded the TIPS training and the toolkits that were distributed to teachers. The training held two classes of 25 trainees each. Trainees in attendance included mostly teachers but also physical therapists, occupational therapists, and administrators.

At the Arkadelphia training, teachers from every ABC classroom were asked to be involved in the study. Only four of the teachers from the training agreed to participate in the study by the first data collection point. These four teachers signed a consent form to participate in the study, which is displayed in Appendix E. Teachers received an instruction sheet on how to mark a tally sheet every time she gave a TIPS card to a participating parent. The teacher instruction sheet is displayed in Appendix F and the tally sheet in Appendix G. Parents of the four ABC classrooms were given a parent instruction sheet explaining their role in the study and asked to sign a consent form indicating their understanding and acceptance of this study. The parent instruction sheet is displayed in Appendix H and the parent consent form in Appendix I. Of the four classrooms, 34 parents returned the consent form and pre-test parent knowledge survey. Of the 34 initial participants, 94.1% were female and 5.9% were male with 81.8% being

married. The race of the participants' children was predominantly white at 88.2% with 8.8% Hispanic and 2.9% Native American. Only 8.8% of the participants had help with this survey because English was their second language.

In regards to the participants' education, 38.7% had a high school degree or lower level of education while 35.5% had some college and 25.8% completed a college degree. Forty-three point eight percent of participants worked a total of 0 to 20 hours a week and 28.1% worked 31 to 40 hours a week with 12.9 % receiving state vouchers to pay for childcare. Children had attended the center for an average of one month and the majority of children stayed at the center between 4 to 8 hours a day. All demographics were reported in Table 1 in Appendix J.

When the post-test parent knowledge survey and Helpgiving Practices survey were distributed in the spring semester, only 21 of the original 34 participants returned both questionnaires completed. Mean scores of the pre and post-test parent knowledge surveys and the Helpgiving Practices survey were reported in Table 1 in Appendix J. One parent dropped due to dissatisfaction with the school and teacher. Another subject moved away. A few participants in the spring semester only completed one of the two surveys and their responses had to be discarded. The remaining participants did not return either survey.

Parent Knowledge

To evaluate parent's knowledge of child development, parents were asked to complete a Child Development Knowledge survey in the fall semester for a baseline and a Child Development Knowledge post-test survey in the spring semester. The pre-test and post-test parent knowledge surveys were illustrated in Appendix A. The first eight true or false questions were taken from the Zero to Three's What Grownups Know about Child Development questionnaire (Civitas Initiative, 2000). The rest of the survey contained questions on qualities

that preschool children need to have to be ready for kindergarten and behaviors that parents need to help their preschoolers learn. Correct answers for items were scored a one and summed to obtain an overall knowledge score (Bokony, 2010).

The Child Development Knowledge Scale was created by the authors of TIPS. The scale was used to measure parents' and teachers' knowledge in their study in 2009. Their study included a comparison and treatment group for both teachers and parents. Teachers in the treatment group (M=5.10, sd=1.75) performed significantly better (t(70)=2.86; p=.006) on the Child Development Knowledge scale than the comparison teachers (M=3.74, sd=2.16) (Bokony, 2010). The treatment group for parents, however, did not score higher on the scale than the comparison group. There was no significant statistical difference found between groups, and differences from pre-tests and post-tests were not available because of changes to questionnaire items (Bokony, 2010).

Parent/Teacher Relationship

To rate the parent and teacher relationship, parents were asked to complete a survey using the Helpgiving Practices Scale (Dunst, Trivette, & Hamby, 1996), which was illustrated in Appendix C. The Helpgiving Practices Scale consisted of 25 questions with five responses for each question. Each question had its own tailored responses, but for most questions, answer options included my helpgiver behaves in such way rarely, seldom, sometimes, generally, or almost always. All items were summed into a single score (Dunst, Trivette, & Hamby, 1996). Classrooms with higher scores on the Helpgiving Practices Scale were assumed to be more family-centered and to have parents with a greater knowledge of child development.

The questionnaire had a mean item-to-total scale score correlation of .71(SD=.12, range = .44 to .85). Using the Spearman-Brown formula, the Helpgiving Practices Scale had a coefficient

alpha and split-half reliability coefficient of .96 for all 25 questions; thus, indicating a high degree of internal consistency (Dunst, Trivette, & Hamby, 1996). The Helpgiving Practices Scale also demonstrated known-groups validity with ANOVAs showing significant results for the overall helpgiving scores ($F(5, 203) = 12.27$, $p < .0001$) as well as for participatory involvement ($F(5, 203) = 12.04$, $p < .0001$) and attribution ($F(5, 203) = .63$, $p < .0001$) measures (Dunst, Trivette, & Hamby, 1996). The participatory involvement factor included items that stressed the strengthening of helpseeker capabilities and encouraged new competencies, while the helpgiver/helpseeker attributions factor was a mix of items that concentrated on "helpseeker attributions about the helpgiver, and the helpseekers' assessment of the presumed beliefs of the helpgiver toward the helpseeker" (Dunst, Trivette, & Hamby, 1996, p. 827).

Procedures for data collection

The University of Arkansas Institutional Review Board (IRB) approved all procedures conducted in this study as shown in Appendix L. Dr. Patti Bokony, who developed TIPS, also granted permission for the researcher to use TIPS, its guiding manual, and parent knowledge measures in this study as shown in Appendix B. Parents were given the parent knowledge questionnaires in the fall semester before the TIPS program was implemented to receive a baseline of parent knowledge. After approximately six months, parents were asked to complete a parent knowledge post-test survey along with the Helpgiving Practices Scale. The surveys were collected four weeks after the surveys were distributed in the hopes to collect as many surveys as possible. Meanwhile, during those six months, teachers were asked to mark a tally sheet indicating how many cards of the twelve different TIPS categories they distributed and to which parents. Only parents who signed a consent form were included on the tally sheet. The tally sheet was kept with the TIPS box, so teachers would be reminded to mark a tally when handing out a

card. One of the four teachers did not distribute any TIPS cards for the time between the pre-test and post-test surveys.

TIPS Cards

The TIPS index had more than 250 parenting tips, which were written on 4 X 6 colored cards. All tips were written on a 5th grade level, in order to accommodate parents with lower reading levels. Because Spanish is very prevalent in Arkansas, all tips had English on one side and Spanish on the other to help forge one language barrier. Most of the tips were also written from the child's viewpoint to remove any tone of judgment and to emphasize that the card is for the child's benefit.

There was a coding system to help find the appropriate tip card. Each tip had letters and numbers to classify its parenting area, main topic, subtopic, and tip identifier. The parenting areas were divided into twelve categories: health and growth; school readiness; guidance and discipline; home environment; supervision; family, friends, and community; parenting styles; protection from violence; parent support; family relationships; protection from alcohol and drug abuse; and mental health. (Bokony, 2009). Main topics were coded with single letters followed by a single-digit number representing the subtopic.

Analysis

Pearson R coefficient was used to determine if the number of TIPS cards distributed to a participant and a change in score from the pre-test and post-test parent knowledge surveys were significantly correlated. The Pearson R coefficient was also used to analyze whether there was a significant correlation between the parent/teacher relationship measured by the Helpgiving Practices Scale and a change in the subject's parent knowledge score. All statements were based on a significance level of $p \leq .05$.

Chapter 4

Results

All correlation results from this study were reported in Table 2 in Appendix K. This study showed no significant correlation between total number of TIPS cards received and parent knowledge with R=-.029 at $p\leq .900$. TIPS cards had no significant relationship to parent's change in knowledge score, and although statistically insignificant, the correlation was negative suggesting more TIPS cards indicated a lower knowledge score. The study also discovered a negative correlation between parent knowledge and parental report of the helpfulness of TIPS cards with R=-.053 at $p\leq.825$. Once again the findings were not statistically significant but the negative correlation shows that parent knowledge scores were lower when parents believed the cards to be helpful.

Results showed no significant correlation between the parent/teacher relationship and parent knowledge with R=.051 at $p\leq .831$. The correlation was positive but very small and insignificant with $p\leq .831$, which indicates the parent/teacher partnership had no significant relevance to parent knowledge. These results contest the hypothesis that a closer parent/teacher relationship would improve the effectiveness of the TIPS program in enhancing parent knowledge. Although no significant correlation was found between parent/teacher relationship and parent knowledge, a significant correlation was discovered between the parent/teacher relationship and if parents read the TIPS card provided to them with R=.570 at $p\leq.011$. This finding alone holds many implications for the parent/teacher relationship's influence on the TIPS program, which will be explained in greater detail in the discussion. Finally, the results showed a correlation between the parent/teacher relationship and whether parents found the TIPS card helpful, but the correlation did not meet the threshold for significance with R=.446 at $p\leq.056$.

A final result that did have significant findings was the correlation between parents reading the TIPS cards and parents finding the TIPS cards helpful with R=.775 at $p \leq .000$. Results showed a strong positive correlation between reading the cards and finding them helpful, which is important to consider when reviewing the effectiveness of the TIPS program as a parent education tool.

Chapter 5

Discussion

The objective of this study was to examine the effectiveness of the TIPS program in enhancing parents' knowledge on child development and to examine whether the parent/teacher relationship had any influence on the program's effectiveness. The first research question posed whether there was a correlation between the parent/teacher relationship and the effectiveness of the TIPS program in enhancing parents' knowledge on child development. Results showed no significant correlation between the parent/teacher relationship and parent knowledge, and possible explanations for why this correlation was insignificant will be discussed in more detail in the limitations section. There was, however, a significant correlation between the parent/teacher relationship and parents' report of reading the TIPS cards. The hypothesis for this study was parents who reported having a stronger relationship with the teacher would be more receptive to reading and implementing the TIPS cards, which would consequently translate into increased parent knowledge on child development (Knopf & Swick, 2007; Baker & Manfredi-Petitt, 2004). Even though there was no indication of increased parent knowledge, parents who reported a stronger relationship with the teachers were associated with reading the cards, which supports the first part of the hypothesis. In order to be an effective parenting education tool, parents must be willing to read the TIPS cards. If they never read the cards, then they never obtain the research-based information on child development. Parents reporting to have read the cards is a huge accomplishment for the TIPS program, especially considering most teachers believe many written information sent home with parents is discarded without ever being read (Reedy & McGrath, 2010).

The creators of TIPS emphasized the importance of the parent/teacher partnership and its role in educating parents (Bokony, 2009) and this correlation supports that the parent/teacher relationship is influential in getting parents involved in their children's development. Teachers have lacked a sense of efficacy in their relationships with parents, because they believed parents ignored materials sent home (Keyes, 2002), but if teachers knew how influential their role was in getting parents to read the information, it might push teachers to be more engaging and encouraging with parents. Researchers have shown how parents' attitudes and perceptions can influence their participation in parent education programs and can lead to high attrition rates. Parents who felt helpless and had a negative attitude in a parenting education class were more likely to drop out of the program (Frankel & Simmons, 1992) whereas parents who felt highly entitled were more likely to stay in a parenting education course if they received individualized attention and encouragement (Frey & Snow, 2005). The correlation between the parent/teacher relationship and parents reading the TIPS cards supports the sentiment that encouraged parents are more likely to be receptive to parent education programs. The parent/teacher relationship was measured by how well parents rated teachers on the Helpgiving Practices Scale. If parents rated the teachers high on the survey, then that indicated parents trusted the teacher with confidential information, believed the teacher understood their needs, strengths, and abilities and felt encouraged by the teacher to help problem solve (Dunst, Trivette, & Hamby, 1996). It appears the parents who trusted the teacher and reported the teacher to be very helpful were likely to read the parent education information. The creators of TIPS used the BPI model of partner, link, and share to instruct teachers on how to build that relationship with parents and incorporate TIPS cards into the conversation (Bokony, 2009), but more training for the teachers on building that parent/teacher relationship could benefit the effectiveness of the TIPS program.

Parent's perception of the teacher and their relationship has the potential to foster the TIPS program or create setbacks in its implementation and consequently influence how well the two contexts support the child's development (Nalls, et al, 2010). If the relationship between parent and teacher is one of mistrust and disrespect, then it seems unlikely that parents would be receptive of any information offered by the teacher. For example, one parent withdrew from the study because she was unhappy with the teacher. Even though this parent was in the classroom where no TIPS cards were distributed, one might assume her dissatisfaction with the teacher could have prevented her from reading TIPS cards if she had received any. However, if the relationship between parent and teacher is one of trust and support, then teachers and parents could help strengthen the TIPS program. For instance, one teacher in the study suggested a new TIPS cards for parents who have a new baby at home. This teacher distributed the most TIPS cards out of all four teachers and learned of a parental need that was not covered in the TIPS index. This type of participation and cooperation from teachers could really help encourage parents and propel TIPS into becoming a successful parent education program. This study's findings indicate a need to examine strategies on how to strengthen the parent/teacher relationship to help enhance the teacher's role as distributor of child development information to parents.

In addition to asking whether parents read the TIPS cards, the researcher asked on the second parent knowledge survey if parents believed the TIPS cards to be helpful. It is important to know this because if the cards were not helpful, then that could discourage parents from incorporating the advice into practice or from reading other TIPS cards in the future. There was a positive correlation between the parent/teacher relationships and whether parents reported the cards to be helpful but the correlation was not significant with $p < .056$. Even though the

correlation was insignificant, the positive association between the two variables suggests the parent/teacher relationship could potentially influence whether parents report the cards as helpful or not. It seems plausible that if parents report the teacher as someone who is trustworthy and supportive, then parents would be more likely to value the teacher's opinion, engage in sensitive conversation matters, and view the TIPS card as helpful rather than judgmental (Baumgartner & McBride, 2009). It would be beneficial to run this correlation again but with a larger sample size to see if the small sample size attributed to the insignificant *p* value.

The other objective of this study was to determine if a correlation existed between the number of TIPS cards parents received and a change in parent knowledge scores. The correlation between these two variables was not significant and will be discussed more in limitations. Despite the insignificant correlation between parent knowledge and TIPS cards, the researcher did observe a significant relationship between parents report of reading the cards and parents report of the cards as helpful with R=.775 at $p \leq .000$. Parent education programs are helpful ways to encourage parents to discover knowledge and to feel more confident in childrearing (Knopf & Swick, 2007), and this correlation suggests that the TIPS developers were successful in making cards that parents viewed as helpful. If parents did not report the cards as helpful, then the developers of TIPS would need to reexamine how they format the information or what information they are presenting. The cards needs to be valued by the parents if there is any hope in parents incorporating the child development information into their parenting practices. Researchers can hope parents will continue to ask the teacher for help and request more TIPS cards in the future since they reported the cards as helpful.

This study did have significant findings, which have many implications for future research and for the TIPS program. Unfortunately, the results didn't indicate any association

between increased parent knowledge of child development and the parent/teacher relationship or the number of TIPS cards distributed, but this study had several limitations, which very likely affected these results and need to be addressed at further length.

Limitations

This study had some limitations that must be considered when examining its results. One limitation was the sample size. This study used a convenience sample, and was limited to the number of teachers who a) attended the TIPS training and b) were willing to participate over the 6 month span of the study. Participating teachers then recruited parents to participate in the study. The sample could only incorporate classrooms whose teachers attended the TIPS training in Arkadelphia. 16 teachers agreed to participate in the study on the day of the training, but by the time school started back two months later, only four teachers agreed to continue their participation. Within those four classrooms participating in the study, 80 parents (20 in each classroom) were eligible to participate. An initial 34 parent subjects were recruited, but only 21 completed the second timepoint of data collection. Out of 34 participants, 41.2% never received a single TIPS card, and 52.9% received two cards or less. One teacher did not distribute any TIPS cards and another teacher only distributed a total of four cards amongst three parents. These classrooms did have parents who completed the second timepoint of data collection and were included in the final 21 subjects, which means some of the 21 subjects never received TIPS cards. Without a sufficient sample size, the analyses might not have enough power to detect a true relationship. In this case it is unsure if a true relationship exists between parent knowledge and TIPS cards because of a limited sample size of subjects who received TIPS cards.

In addition to the limited sample size, the parent knowledge measure may also have contributed to the limited findings. The parent knowledge measure used in the study was the

same measure developed for the evaluation of the TIPS program by its creators. The decision to use the same measure held some value- it allowed this study to add to the limited evaluation data to date for the TIPS program in an analogous way. The measure is also short and easy to complete. Parent knowledge is a broad construct, however, and encompasses many topics. Other measures of parent knowledge of child development are similarly general, and gauge parents' understanding of child development holistically as it relates to their ability to meet children's needs. While the measure created by the developers of the TIPS program was tailored to general topics used in TIPS, it could not address every topic, either within the construct of parent knowledge or within those topics represented by the 250 TIPS cards. Ideally, an effective parent knowledge instrument for an evaluation of the TIPS program would include questions that were cross-listed with each TIPS card, such that the measure would be uniquely matched to the parent involved in the TIPS program.

The number of TIPS cards distributed to parents had no relationship to parent knowledge. In fact, results showed a negative (though not significant) correlation, which suggested more cards resulted in lower knowledge scores. A possible explanation for this discrepancy is a range of zero to fifteen cards was distributed to each participant. It is not surprising that a parent who received zero cards would not improve his/her knowledge score. A decline in score from pre to post test could be a consequence of guessing. A parent answered correctly on the pre-test while guessing incorrectly on the post-test. One teacher did not distribute any TIPS cards, so none of those parents were exposed to any parenting information from the TIPS program. Their surveys were simply a report of parent knowledge over a 6-month period of time.

It was more surprising to find parents who received one to fifteen cards score lower on the post-test, but there were outside factors that could explain these unexpected results. A

possible explanation was the TIPS program has 250 TIPS cards, which cover twelve different categories of information. The pre-test survey of parent knowledge, however, only consisted of nineteen questions and the post-test survey consisted of ten questions, which barely covers the information included in the TIPS index. The measure attempted to stay general with its questions, but it is very possible parents received cards that did not address the questions asked on the survey. The TIPS cards might have helped educate parents on their area of need, but if parents did not receive cards on the topics addressed on the survey, then it could explain why their score showed no improvement.

The researcher also used two different surveys to measure parent knowledge in the pre-test and post-test. Both surveys were developed by the creator of TIPS and asked questions on the same topics but the format was different, which could lead to some discrepancy when comparing parents' scores. For future research, it seems best to use the exact same survey for pre-test and post-test to better analyze the change in scores and to eliminate the change in measure as a contributor to the change in scores.

The Helpgiving Practices Scale was used in this study to measure the parent/teacher relationship. This scale was used because it assessed the relationship between a helpgiver and helpseeker and had high internal consistency and good validity. Although the helpgiver/helpseeker questions could be applied to the teacher/parent partnership, the questions did not specifically target this relationship; thus, some of the questions on the HPS were less relevant to the classroom setting. One parent expressed concern over some of the questions in the HPS. The parent scored the teacher low on some of the questions, but she did not want that to reflect poorly on the teacher because the teacher met the parent's expectations for what a good teacher should be. The low scores were marked on questions that the parent believed to be out of

the teacher's realm of responsibility. In future research when analyzing the parent/teacher relationship, it could be beneficial to use a survey that asks questions specific to their relationship instead of a general survey only somewhat applicable.

As a measure of the teacher/parent relationship, the HPS did not appear to lend itself well to lower income families with less education. A couple of the parents completed both parent knowledge surveys but left the HPS blank. The HPS had more difficult wording and required a higher reading level than the TIPS cards or parent knowledge surveys. The TIPS program is designed for families with higher risk factors and less education. Almost 40% of the parents who completed the pre-test survey had a high school degree or lower. Only 25% had completed a college degree. It is very possible that some participants left the HPS blank because they had difficulty reading or understanding the questions. Since 8.8% of parents had help completing the pre-test because English was their second language, the HPS might have been too challenging with the language difference. Developing a measure specifically designed for the parent/teacher relationship, which is written at a lower reading level to accommodate subjects with less education could potentially help increase parent participation and sample size for future research.

Implications for Future Research

For future research, it would be beneficial to find or create a parent knowledge measure that more accurately examines the effectiveness of TIPS cards and a measure that specifically asks questions about the parent/teacher partnership. The conclusions from this study suggest the significance of the parent/teacher relationship in the implementation of the TIPS program. Future studies examining the TIPS program or other parent education programs should consider observing the relationships formed between the parents and the providers of parent information. The TIPS program had a good idea of using teachers, who parents already have an existing

relationship with as the distributors of information. Building off this, it might be beneficial to study different teachers' approaches in sharing the cards and trying to discover which method works better in getting parents to read the information and heed the cards' advice. These studies would of course be more complex and time consuming, but they could contribute to the ongoing question of how to get helpful parenting information to high-risk families. The TIPS program is a creative way to share information with parents and future studies on TIPS could help shape, reform, and expand this program to be a successful alternative to education classes for parents.

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APPENDICES

Appendix A

Parent Survey

Assessment Date _____

Parent Name _____ **Center Name** _____

Child Name _____ **Child DOB** _____

Teacher Name/Room #_____

1. Who do you talk to most at the childcare center about your child?

O Lead Teacher O Assistant Teacher O Director/Administrator O Other_____

2. How often has this person…	Never	Rarely	Sometimes	Often
a. Discussed your child's care?	O	O	O	O
b. Told you good things about your child?	O	O	O	O
c. Talked to you about your family?	O	O	O	O
d. Given information to you about parenting?	O	O	O	O
e. Provided parenting tips?	O	O	O	O
f. Told you about your child's day?	O	O	O	O
g. Helped you with a behavior problem your child is having *at home*?	O	O	O	O

3. How often would you…	Never	Rarely	Sometimes	Often
a. Talk to this person about your child's care?	O	O	O	O
b. Ask this person when you need help with a parenting problem at home?	O	O	O	O

4. True or False…	Definitely True	Probably True	Probably False	Definitely False
a. Children who are spanked often are more likely to hit others when they are mad.	O	O	O	O
b. Should a three-year-old child be expected to sit quietly for an hour like in church or in a restaurant?	O	O	O	O
c. Children behave better when they have a regular schedule at home.	O	O	O	O
d. When children are upset, they need parents to comfort them.	O	O	O	O
e. Preschool children need playtime every day so they will do well in school.	O	O	O	O
f. Children who hit others to get what they want are more likely to have problems later in school.	O	O	O	O
g. Preschool children need at least 8 hours of sleep each day.	O	O	O	O
h. Watching a lot of television is a good way for children to learn.	O	O	O	O

5. Which of the following skills do preschool children need to be ready to go to kindergarten?	Important	Not Very Important
a. Be able to name their feelings like when they are sad	O	O
b. Play well with other children	O	O
c. Control themselves when they are mad	O	O
d. Enjoy learning new things	O	O
e. Follow directions	O	O

6. Preschool children need parents to help them learn to:	Need Parents Help	Should Learn Without Help
a. Take turns with other children	O	O
b. Eat healthy	O	O
c. Find a child to play with	O	O
d. Follow rules	O	O
e. Get enough sleep	O	O
f. Help when they don't get along with a friend	O	O

7. Did you have help with this survey because English is a second language?

Ⓨ Yes Ⓝ No

8. My child's gender is:

Ⓜ Male Ⓕ Female

9. My child's race/ethnicity is (**mark all that apply**):

O	O	O	O	O	O
Black/African-American	Hispanic/ Latino(a)	Native American	Asian American	White	Other _____

10. My gender is:

Ⓜ Male Ⓕ Female

11. What is your relationship to this child?

O	O	O	O	O	O
Mother or Father	Step Parent	Friend of Parent	Foster or Adoptive Parent	Grandparent or Other Relative	Other _____

12. What level of education have you completed?

O	O	O	O	O	O
No Degree	GED	High School	Vo-tech or Technical	Some College	College Degree

13. How many hours do you work for pay in a typical week? (Add all job hours)

O	O	O	O	O	O	O	O
0	1-10	11-20	21-30	31-40	41-50	51-60	60+

14. Are you 21 years or older?

(Y)	(N)
Yes	No

15. Are you married?

(Y)	(N)
Yes	No

16. Do you receive state vouchers to help pay for this child care?

(Y)	(N)	(?)
Yes	No	Not Sure

If not, are you eligible for state voucher? (for example, on the wait list)

(Y)	(N)	(?)
Yes	No	Not Sure

17. Are you aware there is a state system that rates the quality of childcare (Better Beginnings)?

(Y)	(N)
Yes	No

18. How many other children do you have in this childcare center now?

(0)	(1)	(2)	(3)	(4)	(+)
					5 or more

19. How many childcare centers has your 3 or 4 year old attended over the past year?

(1)	(2)	(3)	(4)	(5)	(+)
					6 or more

20. How long has your child attended this childcare center?

O	O	O	O
Less than 1 month	2-3 months	4-5 months	More than 6 months

21. How long is your child in care at this childcare center? (in a typical day)

O	O	O
3 or less hours	4 to 8 hours	More than 8 hours

Parent Survey

Assessment Date _____

Parent Name _____ **Child DOB** _____

Teacher Name/Room #_____ **Center Name** _____

1. My child's gender is:

   Ⓜ Ⓕ

2. My child's race/ethnicity is (mark all that apply):

O	O	O	O	O	O
Black/African-American	Hispanic/ Latino(a)	Native American	Asian American	White	Other _____

3. My gender is:

   Ⓜ Ⓕ

4. What is your relationship to this child?

O	O	O	O	O	O
Biological Parent	Step Parent	Partner of Parent	Foster or Adoptive Parent	Grandparent or Other Relative	Other _____

5. What level of education have you completed?

O	O	O	O	O	O
No Degree	GED	High School	Votech or Technical	Some College	College Degree

6. How many hours do you work for pay in a typical week? (Add all job hours)

O	O	O	O	O	O	O	O
0	1-10	11-20	21-30	31-40	41-50	51-60	60+

7. Are you 21 years or older?

   Ⓨ Ⓝ

8. Are you married or do you have a current partner?

   Ⓨ Ⓝ

9. Do you receive state vouchers to help pay for this child care?

   Ⓨ Ⓝ

   If not, are you eligible for state voucher? (for example, on the wait list)

   Ⓨ Ⓝ ⓘ

10. Are you aware there is a state system that rates the quality of preschool childcare (QRIS)?

    Ⓨ Ⓝ

11. How many other children do you have in this childcare center now?

13. How long has your child attended this childcare center?

O	O	O	O
Less than 1 month	2-3 months	4-5 months	More than 6 months

14. How long is your child in care at this childcare center? (in a typical day)

O	O	O
3 or less hours	4 to 8 hours	More than 8 hours

15. Who do you talk to most at the childcare center about your child?

O	O	O	O
Lead Teacher	Assistant Teacher	Director/Administrator	Other_____

16. *How often has this person…*	*Never*	*Rarely*	*Sometimes*	*Often*
a. Discussed your child's care?	O	O	O	O
b. Told you good things about your child?	O	O	O	O
c. Talked to you about your family?	O	O	O	O
d. Given information to you about parenting?	O	O	O	O
e. Provided parenting tips?	O	O	O	O
f. Told you about your child's day?	O	O	O	O
g. Helped with a behavior problem your child is having *at home*?	O	O	O	O
17. *How often would you…*	*Never*	*Rarely*	*Sometimes*	*Often*
h. Talk to this person about your child's care?	O	O	O	O
i. Ask this person when you need help with a parenting problem at home?	O	O	O	O

18. *True or False…*	*True*	*False*
a. Reading aloud to a child at home helps him or her do better in school.	O	O
b. Children can begin using an adult seat belt when they are in kindergarten.	O	O
c. Children behave better when they have a regular schedule at home.	O	O
d. Children behave better when parents praise them for good behavior.	O	O
e. Preschool children need playtime so they will do well in school.	O	O
f. Preschool children are old enough to be left alone in a tub for 5 minutes.	O	O
g. Taking children to the library is one way to help children get ready to start school.	O	O
h. Preschool children need a total of 8 hours of sleep each day.	O	O
i. Watching television is a good way for children to learn.	O	O

Additional Questions:

1. Have you read the TIPS cards provided to you?

Never	Rarely	Sometimes	Often
O	O	O	O

2. Did you find the TIPS cards helpful?

Never	Rarely	Sometimes	Often
O	O	O	O

Appendix B

DIVISION OF HEALTH
SERVICES RESEARCH

www.uams.edu/dhsr

UAMS
PSYCHIATRIC RESEARCH INSTITUTE
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

May 8, 2012

Meghan Anderson

Dear Meghan,

I am pleased to partner with you in the conduct The Provider/Parent Relationship and the Effectiveness of the Teaching Important Parenting Skills (TIPS) Program for Enhancing Parent's Knowledge about Child Development study. I understand the purpose of your study is to examine the efficacy of the TIPS program to (1) enhance parent's knowledge of child development and positive parenting practices and (2) influence the parent-provider relationship.

To enable you to conduct the study, we invited you to attend the 6-hour TIPS Basic Training in Arkadelphia on June 7, 2012 and will provide access to the TIPS materials, including evaluation measures for parents and teachers. We will facilitate your recruitment of select early care programs.

Thank you

Patti Bokony

Patti Bokony, PhD
Assistant Research Professor
University of Arkansas for Medical Sciences
Department of Psychiatry
Division of Health Services Research

Office Tel:
Cell:
Fax:
Email:

http://www.tipsforgreatkids.com/

Appendix C

Helpgiving Practices Scale

Carol M. Trivette and Carl J. Dunst

Name _____ Age _____ Date _____

Address _____

_____ Zip Code _____

Telephone Number _____

The ways in which professionals interact with people they try to help sometimes determine whether or not advice is useful and helpful. This questionnaire asks you to indicate your feelings about the help provided to you by a professional who works with you.

The questionnaire includes 25 statements about helping relationships and how you have been influenced by these relationships. Please read each statement and indicate your answer by circling the response that best describes your feelings about the help provided by the person identified.

1. Please begin by identifying a person who works with you on a regular basis. Indicate who this person is by his or her first name, initials, or job title or position: _____ _____. When reading the scale items, think of this person whenever you read the word [helper].

2. How long have you worked with this person? _____ years _____ months

3. How often do you generally have contact with this person per week? _____ per month? _____

4. How many hours have you had contact with this person in the past two weeks? _____ hours

Your responses are confidential and will only be seen by research staff.

1. Professional helpers sometimes differ in whether they believe people know their own ***needs and strengths***. Which rating best describes whether [helper] believes you know your ***needs and strengths***?

1	2	3	4	5
Rarely treats me as if I know my needs and strengths	Seldom treats me as if I know my needs and strengths	Sometimes treats me as if I know my needs and strengths	Generally treats me as if I know my needs and strengths	Almost always treats me as if I know my needs and strengths

2. Professional helpers sometimes differ in whether they view people in a ***negative*** or ***positive light***. Which rating best describes whether [helper] views you in a ***negative*** or ***positive light***?

1	2	3	4	5
Almost always views me in a negative light	Sometimes views me in a negative light	Views me in neither a positive nor negative light	Sometimes views me in a positive light	Almost always views me in a positive light

3. Professional helpers sometimes differ in whether they ***support decisions*** that people make about what should be done to solve their problems or achieve desired goals. Which rating best describes how [helper] ***supports*** you when ***you make a decision***?

1	2	3	4	5
Rarely supports my decisions	Seldom supports my decisions	Sometimes supports my decisions	Generally supports my decisions	Almost always supports my decisions

4. Professional helpers sometimes differ in how much they help people ***learn new skills*** so they can get resources to meet their needs. Which rating best describes how much [helper] works to help you ***learn new skills*** to get resources to meet your needs?

1	2	3	4	5
Rarely helps me learn new skills to get resources	Seldom helps me learn new skills to get resources	Sometimes helps me learn new skills to get resources	Generally helps me learn new skills to get resources	Almost always helps me learn new skills to get resources

5. Professional helpers sometimes differ in whether they focus on people's strengths or weaknesses. Which rating best describes whether [helper] focuses on your ***strengths*** or ***weaknesses***?

1	2	3	4	5
Almost always focuses on my weaknesses	Sometimes focuses on my weaknesses	Neither focuses on my weaknesses nor my strengths	Sometimes focuses on my strengths	Almost always focuses on my strengths

6. Professional helpers sometimes differ in whether they encourage people to ***make their own decisions*** about what is in their best interest. Which rating best describes how [helper] encourages you to ***make decisions***?

1	2	3	4	5
Rarely encourages me to make my own decisions	Seldom encourages me to make my own decisions	Sometimes encour-ages me to make my own decisions	Generally encour-ages me to make my own decisions	Almost always encourages me to make my own decisions

7. Professional helpers sometimes differ in whether they convey a sense that people can trust a helper not to share ***confidential information*** with others. Which rating best describes how much you trust [helper] not to share ***confidential information*** about you?

1	2	3	4	5
Rarely conveys a sense of trust concerning confidential information	Seldom conveys a sense of trust concerning confidential information	Sometimes conveys a sense of trust concerning confidential information	Generally conveys a sense of trust concerning confidential information	Almost always conveys a sense of trust concerning confidential information

8. Professional helpers sometimes differ in how much ***information*** they provide people about the resources and options that are available to them. Which rating best describes how much ***information*** [helper] gives you about the resources and options that are available to you?

1	2	3	4	5
Rarely gives me information about resources and options	Seldom gives me information about resources and options	Sometimes gives me information about resources and options	Generally gives me information about resources and options	Almost always gives me information about resources and options

9. Professional helpers sometimes differ in their attitudes about developing a ***person's ability*** to meet their needs or ***prevent further problems*** for themselves. Which rating best describes [helper] attitude toward ***developing your abilities*** or ***preventing further problems***?

1	2	3	4	5
Almost always emphasizes preventing problems	Generally emphasizes preventing problems	Neither emphasizes preventing problems nor developing my abilities	Generally emphasizes developing my abilities	Almost always emphasizes developing my abilities

10. Professional helpers sometimes differ in whether the suggestions that they offer people are actually ***useful***. Which rating best describes how ***useful*** the suggestions are that [helper] offers you?

1	2	3	4	5
Rarely offers suggestions that are useful to me	Seldom offers suggestions that are useful to me	Sometimes offers suggestions that are useful to me	Generally offers suggestions that are useful to me	Almost always offers suggestions that are useful to me

11. Professional helpers sometimes differ in how much they encourage people to use their ***existing capabilities*** and ***knowledge*** to get resources to meet their needs. Which rating best describes how much [helper] encourages you to use ***your capabilities*** and ***knowledge*** to get resources?

1	2	3	4	5
Rarely encourages me to use my capabilities to get resources	Seldom encourages me to use my capabilities to get resources	Sometimes encourages me to use my capabilities to get resources	Generally encourages me to use my capabilities to get resources	Almost always encourages me to use my capabilities to get resources

12. Professional helpers sometimes differ in how much emphasis they place on helping people find ***solutions*** to their problems. Which rating best describes how much [helper] emphasizes finding ***solutions*** to your problems?

1	2	3	4	5
Rarely focuses on solutions to my problems	Seldom focuses on solutions to my problems	Sometimes focuses on solutions to my problems	Generally focuses on solutions to my problems	Almost always focuses on solutions to my problems

13. Professional helpers sometimes differ in whether they ***work together*** with people they help to get needed resources. Which rating best describes how much [helper] ***works with you*** to get needed resources?

1	2	3	4	5
Rarely works with me to get needed resources	Seldom works with me to get needed resources	Sometimes works with me to get needed resources	Generally works with me to get needed resources	Almost always works with me to get needed resources

14. Professional helpers sometimes differ in whether they ask people's ***permission before sharing information*** about them with other professionals. Which rating best describes whether [helper] asks your ***permission*** before sharing information about you with other professionals?

1	2	3	4	5
Rarely asks my permission before sharing information	Seldom asks my permission before sharing information	Sometimes asks my permission before sharing information	Generally asks my permission before sharing information	Almost always asks my permission before sharing information

15. Professional helpers sometimes differ in whether they help people ***plan*** for the future or ***wait*** until things go wrong before offering advice and assistance. Which rating best describes whether [helper] helps you ***plan*** for the future or ***waits*** until things go wrong before offering advice and assistance?

1	2	3	4	5
Almost always waits until things go wrong to offer advice and assistance	Generally waits until things go wrong to offer advice and assistance	Sometimes waits/ sometimes plans	Generally helps me plan for the future	Almost always helps me plan for the future

16. Professional helpers sometimes differ in how ***honest*** and ***sincere*** they are. Which rating best describes how ***honest*** and ***sincere*** [helper] seems to you?

1	2	3	4	5
Rarely is honest and sincere with me	Seldom is honest and sincere with me	Sometimes is honest and sincere with me	Generally is honest and sincere with me	Almost always is honest and sincere with me

17. Professional helpers sometimes offer advice and assistance to people that is ***more trouble than it is worth***. Which rating best describes whether or not the help offered by [helper] is worth your effort or trouble?

1	2	3	4	5
Advice and assistance is rarely worth my trouble	Advice and assistance is seldom worth my trouble	Advice and assistance is sometimes worth my trouble	Advice and assistance is generally worth my trouble	Advice and assistance is almost always worth my trouble

18. Professional helpers sometimes differ in whether they ***try to understand*** a person's concerns by attempting to put themselves in the person's situation. Which rating best describes how [helper] ***tries to understand*** your concerns?

1	2	3	4	5
Rarely tries to understand my concerns	Seldom tries to understand my concerns	Sometimes tries to understand my concerns	Generally tries to understand my concerns	Almost always tries to understand my concerns

19. Professional helpers sometimes differ in whether they are ***warm*** and ***caring*** toward people they try to help. Which rating best describes how ***warm*** and ***caring*** [helper] is to you?

1	2	3	4	5
Rarely seems warm and caring	Seldom seems warm and caring	Sometimes seems warm and caring	Generally seems warm and caring	Almost always seems warm and caring

20. Professional helpers sometimes differ in whether they treat people as ***capable of learning*** skills necessary to solve their problems or meet their needs. Which rating best describes how [helper] sees your ability to ***learn new skills***?

1	2	3	4	5
Rarely sees me as capable of learning new skills	Seldom sees me as capable of learning new skills	Sometimes sees me as capable of learning new skills	Generally sees me as capable of learning new skills	Almost always sees me as capable of learning new skills

21. Professional helpers sometimes differ in how much ***credit*** they give people for solving their problems and meeting their needs. Which rating best describes how much ***credit*** [helper] gives you for solving your problems and meeting your needs?

1	2	3	4	5
Rarely gives me credit for solving my problems and meeting my needs	Seldom gives me credit for solving my problems and meeting my needs	Sometimes gives me credit for solving my problems and meeting my needs	Generally gives me credit for solving my problems and meeting my needs	Almost always gives me credit for solving my problems and meeting my needs

22. Professional helpers sometimes differ in how well they ***listen*** to what people have to say about their situation or desires. Which rating best describes how well [helper] ***listens*** to you?

1	2	3	4	5
Rarely listens to what I have to say	Seldom listens to what I have to say	Sometimes listens to what I have to say	Generally listens to what I have to say	Almost always listens to what I have to say

23. Professional helpers sometimes differ in whether they communicate that people are ***deserving*** of the help they receive. Which rating best describes how [helper] communicates that you ***deserve*** the help you want or need?

1	2	3	4	5
Rarely communicates that I am deserving of help	Seldom communicates that I am deserving of help	Sometimes communicates that I am deserving of help	Generally communicates that I am deserving of help	Almost always communicates that I am deserving of help

24. Professional helpers sometimes differ in whether they treat people as if they are the ***causes*** of their own problems. Which rating best describes whether [helper] acts as if you are the ***cause*** of your own problems?

1	2	3	4	5
Almost always treats me as if I caused my problems	Generally treats me as if I caused my problems	Sometimes treats me as if I caused my problems	Seldom treats me as if I caused my problems	Rarely treats me as if I caused my problems

25. Professional helpers sometimes differ in whether they try to ***protect people*** from the unpleasant things that may happen to them or help them ***learn new skills***. Which rating best describes whether [helper] ***protects you against unpleasant things*** or ***helps you learn new skills to deal effectively with life challenges***.

1	2	3	4	5
Almost always tries to protect me	Generally tries to protect me	Neither protects me nor helps me learn new skills	Generally helps me learn new skills	Almost always helps me learn new skills

Thank you for taking the time to complete this questionnaire.

Helpgiving Practices Scale Scoring Sheet

Instructions:
A. Enter the individual item scores in the spaces provided.
B. Sum the scores down each column to obtain the subscale scores.

Subscale	Item Score
I. *Relational Helpgiving Practices*	
1. [Helper] believes I know my needs and strengths.	
2. [Helper] views me in a positive [or negative] light.	
5. [Helper] focuses on my strengths [or weaknesses].	
7. [Helper] can be trusted not to share confidential information.	
8. [Helper] gives me information about resources and available options.	
14. [Helper] asks my permission before sharing information with other professionals.	
16. [Helper] seems honest and sincere with me.	
18. [Helper] tries to understand my concerns.	
19. [Helper] is warm and caring toward me.	
20. [Helper] sees me as able to learn new skills.	
22. [Helper] listens to my situation or desires.	
Total Relational Subscale Score	
II. *Participatory Helpgiving Practices*	
3. [Helper] supports me when I make a decision.	
4. [Helper] works with me to help me learn new skills to get resources to meet my needs.	
6. [Helper] encourages me to make my own decisions.	
11. [Helper] encourages me to use my capabilities and knowledge to get resources.	
13. [Helper] works with me to get needed resources.	
21. [Helper] gives me credit for solving my problems and meeting my needs.	
25. [Helper] helps me learn new skills to deal effectively with my life challenges.	
Total Participatory Subscale Score	

Appendix D

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This Agreement shall be governed according to the laws of the State of North Carolina U.S.A, International Copyright agreements and all other applicable laws, applicable to agreements made and to be wholly performed therein.

7. Assignment and Transfer

The Licensee may not assign, directly or indirectly, all or part of its rights or obligations under this Agreement without the prior written consent of the Licensor, which consent shall not be unreasonably withheld or delayed.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the date first written above.

Licensor:
Smoky Mountain Research Institute, Inc.
dba Winterberry Press
Address:
FAX:

Licensee:
Meghan Anderson
University of Arkansas Fayetteville
Personal address:

Phone:
School email:
Personal email:

Advisor contact information:
Jennifer Henk
Phone:
Email:
Address:
Phone:
Website: www.uark.edu

By signing this document I accept all of the above conditions and verify my contact information is correct.

Licensee Signature:_____Date_____

Bruce Baughman

For Licensor:_____
Bruce Baughman
General Manager
Winterberry Press
http://www.tipstorgreatkids.com/

Appendix E

TEACHER CONSENT FORM

My name is Meghan Anderson and in order to fulfill the requirements of a Master's Degree in Human Development, I am conducting a study regarding the nature of the parent-provider relationship and parent knowledge. If you agree to participate, you will be asked to keep track of how many TIPS cards of each category you distribute to which parents. A tally sheet will be provided with the names of parents who have given consent to participate and the twelve TIPS categories. You will mark a tally in the box that coincides with the parent's name and category of the card distributed.

You are free to discontinue your participation at any time without penalty.

Participation in this research study does not guarantee any benefits to you. However, possible benefits include the fact that you may help the TIPS program collect valuable information for future use.

If you agree to participate in the study, marking the tally sheet should only take a couple seconds for every card you distribute.

The data from this study will be used to support and complete a Master's Degree for Meghan Anderson. The researcher is not interested in individual responses, only the average responses. Identifying information for parents or teachers will not be recorded.

The present research is designed to reduce the possibility of any negative experiences as a result of participation.

This research study is being conducted by Meghan Anderson, under the supervision of Dr. Jennifer Henk. If you have questions or concerns about your participation in the study you may call Meghan Anderson at [redacted].

You may obtain information about the outcome of the study at the end of the year by contacting Meghan Anderson.

If you have any questions about your rights as a research participant, you may contact Ro Windwalker, Compliance Coordinator Institutional Review Board (479) 575-2208 or by email at irb@uark.edu.

You will be provided with a blank, unsigned copy of this consent form at the beginning of the study.

Participant's Signature:_____Date:_____

Appendix F

TEACHER INSTRUCTION

Participants,

You will be given a tally sheet that will be kept with the TIPS cards in your classroom. The tally sheet lists the twelve different TIPS categories and the names of parents who have agreed to participate in the study. The table's columns consist of the TIPS categories while the table's rows have the parents' names. When you are getting a TIPS card for a parent, you will mark a tally in the box that coincides with the parent's name and the card's category. Anytime a card is distributed, you will mark a tally in the appropriate box. I will collect the tally sheet in October or November.

Parents will be given a survey at the beginning of the school year and two surveys in October or November. They are allowed to take the surveys home to complete them. An envelope will be kept in the room for parents to turn in their surveys. I will come and collect the surveys at the end of the week. If you can help remind parents to return their surveys,that would be greatly appreciated.

Thank you for your time and participation.

If you have any questions, please contact Meghan Anderson at [redacted].

Appendix G

TIPS Tally Sheet

	TIPS CATEGORIES:	Health and Growth	School Readiness	Guidance and Discipline	Home Environ-ment	Super-vision	Family Friends & Community
PARENT NAMES:							
1.							
2.							
3.							
4.							
5.							
6.							
7.							

	TIPS CATEGORIES:	Parenting Styles	Protection from Violence	Parent Support	Family Relationships	Protection from Alcohol & Drug Abuse	Mental Health
PARENT NAMES:							
1.							
2.							
3.							
4.							
5.							
6.							
7.							

Appendix H

PARENT INSTRUCTIONS

Participants,

You will be asked to complete a survey of general parenting questions at the start of the school year. You may take the survey home to complete, but please return the survey to your child's teacher within the first week of school. The survey should only take about 15 or 20 minutes. All surveys will be put in a closed envelope for me to pick up at the end of the week.

In October or November, you will be asked to answer two surveys. One will ask questions about parenting and the other about the parent/provider relationship. You may take both surveys home to complete. They should only take about 40 minutes. Please bring both surveys back within the week and place in the TIPS envelope, which I will have placed in the classroom. I will collect the envelope with all completed surveys at the end of the week.

Thank you for your time and participation.

If you have any questions, please contact Meghan Anderson at [redacted].

Appendix I

PARENT CONSENT FORM

My name is Meghan Anderson and in order to fulfill the requirements of a Master's Degree in Human Development, I am conducting a study regarding the nature of the parent-provider relationship and parent knowledge. If you agree to participate, you will be asked to complete a survey of general parenting questions at the beginning of the school year and in October or November. You will also be asked to answer survey questions about your relationship with your child's teacher.

You are free to discontinue your participation at any time without penalty. You may also skip any survey questions that make you feel uncomfortable.

Participation in this research study does not guarantee any benefits to you. However, possible benefits include the fact that you may help the TIPS program collect valuable information for future use.

If you agree to participate in the study, the parent survey in August may take about 20 minutes and the two surveys given in October or November may take about 40 minutes.

The data from this study will be used to support and complete a Master's Degree for Meghan Anderson. The researcher is not interested in individual responses, only the average responses. All data collected will be recorded anonymously and not connected to the consent forms. Participants' names will be replaced by a coded number.

The present research is designed to reduce the possibility of any negative experiences as a result of participation.

This research study is being conducted by Meghan Anderson, under the supervision of Dr. Jennifer Henk. If you have questions or concerns about your participation in the study you may call Meghan Anderson at [redacted].

You may obtain information about the outcome of the study at the end of the year by contacting Meghan Anderson.

If you have any questions about your rights as a research participant, you may contact Ro Windwalker, Compliance Coordinator Institutional Review Board (479) 575-2208 or by email at irb@uark.edu.

You will be provided with a blank, unsigned copy of this consent form at the beginning of the study.

Participant's Signature:_____Date:_____

Appendix J

Table 1. Parent Characteristics and Survey Scores

	Time 1 (n=34)	Time 2 (n=21)
% Help with survey: English as Second Language	8.8	
% Children Hispanic	8.8	
% Children Native American	2.9	
% Children White	88.2	
% Female	94.1	
% Male	5.9	
% High School degree or lower	38.7	
% Some college	35.5	
% College degree	25.8	
% Work 20 hours or less in typical week	43.8	
% Work 31-40 hours in typical week	28.1	
% Married	79.4	
% Receive state vouchers to pay for childcare	12.9	
% Aware state system rates quality of childcare	29.0	
M Months child attended childcare center	1.16 (.688)	
% With child at center between 4 to 8 hours on a typical day	90.6	
M Parent Knowledge Survey	3.54 (.239) [2.75-3.95]	3.74 (.257) [3.10-4.00]
M Parent Teacher Relationship		4.54(.478) [3.30-5.00]

Standard deviations are in parentheses. Ranges are in brackets.

Appendix K

Table 2. Analysis of Pearson R Correlations

Variables	R
Change in knowledge scores and parent teacher relationship	.051(.831)
Change in knowledge scores and # TIPS cards distributed	-.029(.900)
Change in knowledge scores and parents report to read TIPS cards	.082(.731)
Change in knowledge scores and TIPS cards reported as helpful	-.053(.825)
Parent/teacher relationship and reported to read TIPS cards	.570*(.011)
Parent/teacher relationship and TIPS cards reported as helpful	.446(.056)
Reported to read TIPS cards and TIPS cards reported as helpful	.775**(.000)

p values are in parentheses
*Correlation is significant at .05 level (two-tailed).
**Correlation is significant at .01 level (two-tailed).

Appendix L

UNIVERSITY OF ARKANSAS

Office of Research Compliance
Institutional Review Board

May 31, 2012

MEMORANDUM

TO:	Meghan Anderson Jennifer Henk
FROM:	Ro Windwalker IRB Coordinator
RE:	New Protocol Approval
IRB Protocol #:	12-05-714
Protocol Title:	*The Provider/Parents' Relationship and the Effectiveness of the Teaching Important Parenting Skills (TIPS) Program for Enhancing Parents' Knowledge about Child Development*
Review Type:	☒ EXEMPT ☐ EXPEDITED ☐ FULL IRB
Approved Project Period:	Start Date: 05/31/2012 Expiration Date: 05/30/2013

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (http://vpred.uark.edu/210.php). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 180 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

210 Administration Building • 1 University of Arkansas • Fayetteville, AR 72701
Voice (479) 575-2208 • Fax (479) 575-3846 • Email irb@uark.edu