

RESEARCH SUPPORTING PARENT INVOLVEMENT LINKING TO ACADEMIC SUCCESS

Selected Parent Involvement Research

A summary of selected research compiled by Dr John H Wherry.

- Students from families with above-median parental involvement showed success rates 30% higher than those from families with below-median parental involvement.
- Where teachers reported high levels of outreach to parents, reading scores grew at a rate 50% higher, and math test scores 40% higher, than in schools where teachers reported low levels of outreach.
- Studies find that students with involved parents are more likely to:
 - ✚ earn higher grades and test scores.
 - ✚ pass their classes, earn credits and be promoted,
 - ✚ attend school regularly,
 - ✚ have better social skills, show good behaviour and adapt well to school,
 - ✚ graduate and go on to further education.
- Programs that engage families in supporting their children's learning at home are linked to higher student achievement.
- All families can have a positive influence on their children's learning.
- The research evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:
 - ✚ Create a home environment that encourages learning
 - ✚ Express high (but not unrealistic) expectations for their children's achievement and future careers
 - ✚ Become involved in their children's education at school and in the community.
- Research shows that the number one predictor of students' academic achievement is their mother's educational level followed by the educational level of both parents.

General Hints (from 2005 CIR Prue Salter)

- Making a regular time to look through study notes together
- Discussing with students how much time is reasonable to spend on schoolwork each night.
- Work in fixed distraction free blocks of time.
- Encouraging students to plan out their long-term work. Break it down into pieces and allocate the work over a period of time. Use school planner.
- Helping students prioritise and plan their work out each night.
- If students are feeling overwhelmed, sit down together and get them to write out a list of absolutely everything they need to get done. Help them prioritise these tasks into things that are urgent, things that need to be done soon and things that can be left until they have more time (like holidays). Help students draw up a grid of the weeks ahead. Help them slot the pieces of work one by one into the available time.
- 4 → 6 weeks before exams – encourage students to find out topics etc to be included in exams.
- Check if students have their notes organised, summaries made, and find out if they have any work missing.
- Help students draw up a grid of the time before the exam and plan out what work they will do to prepare. Or get them to do one and give it to you for suggestions.
- Help students maintain their health in this period:
 - ✚ Quality Sleep to distress, remove negative thoughts.
 - ✚ Exercise to burn off stress hormones.
 - ✚ Nutritional Foods – avoiding caffeine and sugar.
- Active strategies for stress:
 - ✚ warm bath, peace & quiet
 - ✚ 10 minute afternoon siesta
 - ✚ a laugh, smile or joke
 - ✚ talking to someone
 - ✚ write to self or in journal
 - ✚ breathing deeply
 - ✚ relaxing muscles one by one



V A K – Using Your Senses

Just as we're all different in terms of intelligences, we're also different in the ways that we take in information through our senses. *Learning*, in fact, *involves your whole body*.

35% of people are mainly **VISUAL** learners
(Visual/Spatial Intelligence)

25% of people are mainly **AUDITORY** learners
(Linguistic Intelligence)

40% of people are mainly **KINESTHETIC** learners
(Physical Intelligence)

Some learn best by **listening** – hearing explanations, listening to lectures.

Some learn best with their **heads** – by thinking, grasping concepts, learning by heart, remembering.

Some learn best by **seeing** things and visualising – once they have seen it in their mind's eye they can remember it.

Some learn by **talking**. Things only make sense when they can put them into their own words, discuss them.

Some learn best when it **feels** right – when things make sense in terms of their culture and their experience.

Some people learn best by **doing** – using their bodies and involving themselves physically – in practical and manual skills.

Researchers have grouped these different ways of learning into three main categories, known as **VAK** – **VISUAL**, **AUDITORY** and **KINESTHETIC**.



(Taken from Michael Gifford "Setting Your Sights" Book B)

Characteristics of VAK Learners

| VISUAL (look) | AUDITORY (listen) | KINESTHETIC (do and feel) |
|--|--|---|
| <ul style="list-style-type: none"> ○ doodle when talking on the phone. ○ speak quickly. ○ spell well. ○ remember what is seen. ○ memorise by visual association. ○ are not distracted by noise. ○ are strong, fast readers. | <ul style="list-style-type: none"> ○ talk to themselves. ○ prefer lectures to reading. ○ like talking more than writing. ○ are good mimics of tone, pitch, timbre. ○ speak in rhythmic patterns. ○ remember by what is heard. ○ like telling jokes. | <ul style="list-style-type: none"> ○ speak slowly ○ move around when thinking and learning. ○ gesture frequently when speaking. ○ find it hard to sit still. ○ remember by doing. ○ use a finger as a pointer when reading. |

Consider the chart below, adapted from *Accelerate Your Learning* (Colin Rose). Check which responses best represent your personal preferences. This will give you an idea of your strengths in the visual, auditory and kinaesthetic modes.

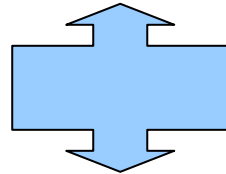
| WHEN YOU | VISUAL | AUDITORY | KINESTHETIC |
|------------------------|---|--|--|
| Spell Do you | Picture the word? | Say the word phonetically? | Write the word down to check that it feels right? |
| Are with people Do you | Forget names but remember faces? | Forget faces but remember names? | Remember activities rather than the people? |
| Contact people Do you | Like to meet them face to face? | Like to use the telephone? | Like to meet and talk with them while walking? |
| Relax Do you | Like to see things – TV and movies, read or paint? | Like listening to the radio-talking or music? | Like being active – playing sports, games, dancing? |
| Thank someone Do you | Write them a note of appreciation? | Give them verbal thanks? | Give them a hug or a pat on the back? |
| Read Do you | Like descriptive passages; stop to imagine scenes? | Enjoy dialogue and conversation; “hear” characters talk? | Read very little, and when you do, prefer stories with plenty of action? |
| Learn Do you | Like to see demonstrations, diagrams, posters? | Like lectures, talks and verbal instructions? | Prefer direct, involvement – learning by taking part in activities? |
| Speak Do you | Talk slowly and dislike listening to others for too long? | Talk quickly and become impatient when waiting to talk? | Gesture a lot and use expressive movement? |
| Listen Do you | Look mainly at a speaker’s facial expression? | Listen to a speaker’s tone of voice? | Watch a speaker’s movements? |



Visual Learners should:


- Underline and **highlight key words** and definitions

- Make MINDMAPS, diagrams, flowcharts



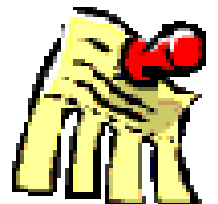
- Use **colour** and symbols in your notes
- Make 'CRAM CARDS' of key facts and figures
- Visualise words or facts

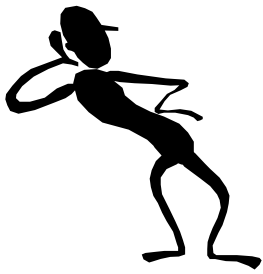
- Pre-read texts before class

- Add  , key words and bullet points in your notes

- Make **POSTERS** of key information and display in your room

- Use post-it notes to mark key sections of texts





Auditory Learners should:

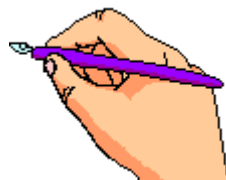
- **Listen** in class and take notes, make ‘mindmaps’, ‘flowcharts’
- **Recite**, repeat – say information out loud.
- **Explain** it or teach it to someone.
- **Discuss** it in a ‘study group’ or with a ‘study buddy’.
- **Talk** your way through a topic.
- **Speak** about the topic and record it on tape.
- **Ask** questions in class and with your friends.
- **Read** information out loud.
- **Argue** and **debate** with yourself and others about a topic.





Kinaesthetic Learners should:

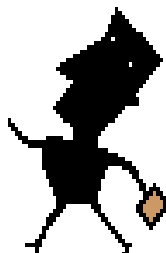
- **Write** information down.



- **Pick up** the book you are reading.



- **Walk** around while you read, talk through or recite information.



- **Draw** diagrams, tables and flowcharts.



- **Make** 'mindmaps' & 'cram cards'.

- **Exercise** before a study session.



- **Type** information

