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Nicholas P. Criscuolo

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Nicholas P. Criscuolo, Ph.D

Nicholas Criscuolo is Supervisor of Reading for the New Haven, Connecticut Public Schools

Bob Taylor, a fourth grade teacher at Lakewood School, sits at his desk and looks around the room. Folders containing sample papers from this marking period are on each child's desk. The class schedule is written neatly on the board so that at this first PTA meeting parents can see a typical day's schedule. The room is attractively decorated in anticipation of Bob's meeting the parents of the twenty-five children in his class.

Bob is disappointed—even a little bitter—when at evening's end only three parents have appeared. He wonders: "Why such a poor turnout? Have I done something wrong?"

His experience is not unique. Indeed, parent apathy is a source of concern in school systems across the country. Since a school system's program is so important, however, it can be a good vehicle for getting parents involved and reducing their apathy. This article describes six programs launched in the New Haven, Connecticut, public school system which have proved to be effective antidotes.

PROJECT GRASP

Three years ago, Project GRASP (Good Readers Are Successful People)—a $41,000 federally-funded Right-to-Read program—was launched in the primary grades of five inner-city New Haven schools. The project's major strand is the recruitment and use of 30 parents as paid tutors. These parent tutors were recruited from the communities of the schools involved and were interviewed by a panel of school pesonnel and members of the community before being hired.

Prior to beginning their work, the parent tutors completed five intensive sessions conducted by three members of the school system's Reading Department. At these sessions, parent tutors reviewed the system's reading program, and the needs of the particular children serviced at the primary grade level. They also learned how to make reading materials for use in their tutorial sessions.

Because of this project, approximately 100 primary grade children have been tutored by these parent tutors. According to informal Pupil Progress Forms completed by participating classroom teachers, these pupils have improved in their mastery of reading skills. Perhaps equally as important as the acquisition of reading skills has been the interaction and genuine rapport these parents have established with the children they have helped. The amount of the federal grant supporting this program has increased each year, from the original $41,000 in 1977 to $89,000 this past year.

READING RECIPES

Recently a mini-grant of $690 was received from the Connecticut State Department of Education. The purpose of this grant was to prepare a useful and practical file of *Reading Recipes* to be sent home for use by Right-to-Read schools. These recipes make use of foods and familiar objects in the home to reinforce reading skills.

A series of workshops conducted by members of the Reading Department, explained the use of *Reading Recipes* for parents. In each of the schools involved, there is a School Community Relations Worker who, during home visits, encourages the full use of the recipes which have been sent home.

MAKE-IT-AND-TAKE-IT WORKSHOPS

Based on the author's experience, the most effective type of programs for parents are those which stress active participation and involvement. In the New Haven schools, several "make-it-and-take-it" workshops have been held for parents. According to the evaluations completed by the parents at the end of each workship, they have been highly successful.

The leaders of a make-it-and-take-it workshops first display and discuss the purposes of reading games and learning devices. They then provide parents with construction paper, scissors, magic markers and glue pots so that the parents can make the devices that interest them.

What are the kinds of devices parents do make? Here are a few samples:

- Puppets from paperbags to stimulate language development
- Puzzles from pictures cut from magazines and pasted onto oaktag to stimulate muscle coordination
- Separate comic strip panels put in envelopes in mixed order to reinsequencing skills

A major benefit of this type of workshop is that parents leave with something tangible that they can use with their own children the next day.

BE MY GUEST PROGRAM

A few years ago, an elementary principal in New Haven instituted a successful program called "Be My Guest." Realizing that some parents didn't feel welcome or that they could not attend evening meetings, he extended invitations to them to visit classrooms during the morning hours to observe the reading program in action. Babysitting services were provided at the school for parents who brought toddlers with them.

After parents visited the classrooms, they convened in the cafeteria with the principal, guidance counselor, and reading specialist, and over a cup of coffee shared their observations and experiences and had a chance to ask questions. This workable idea has since spread to several other schools.

PARENT RESOURCE ROOMS

Getting reading games and other learnng aids into students' homes is a worthwhile goal. In 1976, the school district received a $2,000 grant from Connecticut's Right-to-Read program to establish a Parent Resource Room at the Barnard School. The money was used to purchase a variety of inexpensive games and other materials to stock a Parent Resource Room at the school. Parents were invited to its opening, and the school's reading teacher took the parents on a tour of the facility, displaying and briefly explaining the purposes of the materials and a check-out system for using the materials. Parents were encouraged to borrow the materials for a specified period of time.

As an outgrowth of this program, a Shopping List of popular reading books and games has been compiled, including prices and local stores where such materials can be purchased. This list is distributed to parents, who keep asking where they can purchase such games and books for use at home with their children.

SATURDAY MORNING TUTORING PROGRAM

Near Conte School, a large inner-city school in New Haven, is the Farnham Courts housing development. As a result of discussions with the school's Parent's Council, the school system decided to offer a tutorial program for those children in the intermediate grades who needed extra help in reading. Instruction was to be given in the large Recreation Room of Farnham Courts on Saturday mornings; the tutors would be parents of the children living in the development.

Money for stipends for the parent tutors and reading materials was provided by a grant from the Greater New Haven Jaycees, who awarded a grant to fund the program. Training sessions were subsequently conducted for the tutors, who thus became involved in setting up and implementing the program, as well as assuring regular attendance of the tutees. The school's reading specialist supervised the program at Farnham Courts for the first few weeks and then withdrew so it subsequently became a completely community operated effort.

This Saturday morning program had an important advantage: it eliminated any interruptions during the school week as it supplemented and did not supplant any valuable classrooms reading instruction.

CONCLUDING REMARKS

As demonstrated by these programs, there are antidotes to parent apathy. Parents are a valuable resource and schools must make the effort to involve them actively in the reading program. Parental input not only will enlarge the scope of services to children and round out the program through needed home reinforcement, it will cement a close school-community relationship, which is a desirable component in shaping a topflight reading program.

COLLEGE DEVELOPMENTAL READING PROGRAMS... TWENTY-FIVE YEARS OF PROGRESS

Patricia Remington, I.H.M.

Patricia Remington is Assistant Director of the Reading Efficiency and Study Skills Center at Wayne State University.

The problems associated with students adapting to the academic demands of college not only exist but presently appear to be escalating. Students coming into college without good preparation in reading have problems at the outset. Nearly everyone knows that there are problems in our educational system. Strangely enough, these problems are not limited to the non-traditional population, the minority and poor white populations. The majority of low achievers who are gaining admission to colleges through open-door admissions policies have not been ethnic minorities, but predominately white sons and daughters of blue-collar workers. Actually the lack of basic survival skills necessary for college work runs through every segment of the total population. Students with learning problems come from all walks of life, all levels of socioeconomic circumstances, and all levels of ability. They register at all types of postsecondary institutions: large and small, public and private, open-door and highly selective.

Through twenty-five years of college reading programs there is a broad range of learning problems revealed which is as varied as college students are. Surveying the years briefly, this paper will attempt to bring into perspective the historical background and organization of college study skills programs.

HISTORICAL BACKGROUND

In the use of the term "underprepared students" and "underachieving students," one should understand these students as students whose skills and abilities are below those of the average or typical student admitted to college programs. "Basic skills," as used in this paper, refers to the reading, writing, computational, and listening skills necessary for success in college. Regarding the terms "remedial" and developmental," the latter better suggests the need for learning those skills not previously learned. In some contexts, however, the two terms merge in meaning. Cross says that developmental education gives at-