

## **Teaching Module - Epstein's 6 Types of Parent Involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision making, and Collaborating with Community**

### **Overview:**

A framework of six major types of involvement has evolved from many studies and from many years of work by educators and families in elementary, middle, and high schools. Epstein's framework helps educators develop comprehensive programs of school and family partnerships. Each type of parent involvement includes many different *practices* of partnership. Each level presents *challenges* that must be met to involve all families and needed *definitions* of some basic principles of involvement. Finally, each level is likely to lead to different *expected results* for students, parents, teaching practices, and school climate. This enables teachers and schools to have choices about which practices will help achieve important goals.

### **Lesson objectives:**

Students will:

- Students will demonstrate knowledge of Epstein's six types of parent involvement through the application of "practices, challenges, definitions and outcomes"
- Identify how these six types of parent involvement can support a district or school improvement plan

### **Materials/Handouts:**

- Joyce Epstein's six types of parent involvement
- Parent Involvement: Strategies and Tools

### **Introduction:**

Ask students to list what they remember about going to school and how their parents were involved in school. Start by asking them about their memory of elementary school; then, middle school; and finally high school. After a list is made (this could be done in small groups with a recorder, a reporter, and fact stater), have students see how these memories differed as the students moved from elementary through middle through high school.

Discuss Epstein's six types of parent involvement. In their groups, students will utilize Epstein's six types of parent involvement to code activities in which their parents were involved. Explore which types were not ones in which their parents (or even themselves if they are parents now) tend to be involved. What challenges might have prevented activities in the missing types?

### **Activity:**

The purpose of this activity is to examine Epstein's framework of six types of parent involvement and for the students to develop a new way of looking at parent involvement. The class will discuss one type of parent involvement while completing the chart. Five groups will select one of each of the remaining types of parent involvement and identify the following:

- *Sample practices:* Identify sample practices for this type of parent involvement
- *Challenges:* Problems that need to be addressed for every practice of parent/ family partnership. Often, when one is met, a new one will emerge
- *Redefinitions:* Redefining refers to examining various notions of parent involvement
- *Expected results:*
  - Results for students
  - Results for parents
  - Results for teachers

Students will prepare and present their findings. Presentation will include:

- Type of involvement
- Meaning of this type of involvement
- Sample practices
- Challenges, redefinitions, and expected results for students, parents, and teachers

**Closure:**

Joyce Epstein's work in parent involvement has been and continues refine the traditional ways that schools engage parents. Types 1 and 2 focuses on strengthening families' abilities to improve their child's learning, school behavior, and function in society. Types 3, 4, and 5 focuses on teaching parents about and engaging them in the actual work of the school - such as curriculum and school procedures. The sixth type of involvement brings community resources into the schools.

**Reflections:**

- What did you learn today about Joyce Epstein's six types of parent involvement?
- Is this important to you? Why?
- How will you use this information in the future?
- What else would you like to know more about related to parent involvement?

**Information for this teaching module adapted from the following sources:**

Berger, E. H. (2000). *Parents as Partners in Education*. Upper Saddle River, NJ: Merrill Publishing

Joyce Epstein, Ph.D., et.al., *Epstein's framework of six types of involvement*. Partnership Center for the Social Organization of Schools

Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G. & Simon, B. S. (1997). *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA: Corwin Press

## Epstein's Framework of Six Types of Involvement

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| <p style="text-align: center;"><b>TYPE 1</b><br/><b>PARENTING</b></p> <p style="text-align: center;">Help all families establish home environments to support children as students</p>  |
| <p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"><li>• Suggestions for home conditions that support learning at each grade level</li><li>• Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level</li><li>• Parent education and other courses or training (e.g., GED, college credit, family literacy)</li><li>• Family support programs to assist families with health, nutrition, and other services</li><li>• Home visits at transition points to pre-school, elementary, middle and high school</li><li>• Neighborhood meetings to help families understand schools and to help schools understand families</li></ul> |
| <p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"><li>• Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building</li><li>• Enable families to share information with schools about culture, background, children's talents and needs</li><li>• Make sure that all information for and from families is clear, usable, and linked to children's success in school</li></ul>  |
| <p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"><li>• "Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, anytime, in varied forms.</li></ul>   |
| <p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"><li>• Awareness of family supervision; respect for parents</li><li>• Positive personal qualities, habits, beliefs, and values, as taught by family</li><li>• Balance between time spent on chores, on other activities, and on homework</li><li>• Good or improved attendance</li><li>• Awareness of importance of school</li></ul>  |
| <p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"><li>• Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school</li><li>• Awareness of own and others' challenges in parents</li><li>• Feeling of support from school and other parents</li></ul>   |
| <p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"><li>• Understanding families' background, cultures, concerns, goals, needs, and views of their children</li><li>• Respect for families' strengths and efforts</li><li>• Understanding of student diversity</li><li>• Awareness of own skills to share information on child development</li></ul>   |

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| <p style="text-align: center;"><b>TYPE 2 - COMMUNICATING</b></p> <p>Design effective forms of school-to-home communications about school programs and children's progress</p> |
| <b>Sample Practices</b>   |
| <b>Challenges</b>   |
| <b>Strategies</b>   |
| <b>Results for Students</b>   |
| <b>Results for Parents</b>  |
| <b>Results for teachers</b>   |

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**Epstein’s Framework of Six Types of Involvement**

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| <p><b>TYPE 3 - VOLUNTEERING</b><br/>Recruit and organize parent help and support</p> |
| <p><b>Sample Practices</b></p>   |
| <p><b>Challenges</b></p>   |
| <p><b>Strategies</b></p>   |
| <p><b>Results for Students</b></p>   |
| <p><b>Results for Parents</b></p>  |
| <p><b>Results for teachers</b></p>   |

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| <p style="text-align: center;"><b>TYPE 4 – LEARNING AT HOME</b></p> <p style="text-align: center;">Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning</p> |
| <b>Sample Practices</b>  |
| <b>Challenges</b>  |
| <b>Strategies</b>  |
| <b>Results for Students</b>  |
| <b>Results for Parents</b>   |
| <b>Results for teachers</b>  |

**Epstein's Framework of Six Types of Involvement**

**TYPE 5 – DECISION MAKING**

Include parents in school decisions, developing parent leaders, and representatives

**Sample Practices**

**Challenges**

**Strategies**

**Results for Students**

**Results for Parents**

**Results for teachers**

## Epstein's Framework of Six Types of Involvement

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| <p><b>TYPE 6 – COLLABORATING WITH COMMUNITY</b><br/>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development</p> |
| <p><b>Sample Practices</b></p>   |
| <p><b>Challenges</b></p>   |
| <p><b>Strategies</b></p>   |
| <p><b>Results for Students</b></p>   |
| <p><b>Results for Parents</b></p>  |
| <p><b>Results for teachers</b></p>   |

