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The development of a school psychology relevant parent survey

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The Development of a School Psychology Relevant Parent Survey

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JAMES MADISON UNIVERSITY

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Abstract

The special education process typically involves the school psychologist, parents, and other members of the school staff. Prior to the first meeting, school psychologists know very little about the parents coming to the table. In order to better understand the style in which parents operate, a brief survey tool was created. Using Baumrind's three parenting style prototypes and input from school psychologists, 55 items were created and 3 new groups of parent behavior were proposed: warmth, flexibility, and involvement. Nine school psychologists from a school district in Central Virginia vetted the questions based on their usefulness and group they related to. Out of the initial 55 items, 6 items were chosen for the final survey form, two items for each group. Parents were then asked to fill out the final survey form before a meeting with a school psychologist. The school psychologist was then instructed to provide open-ended responses of their perceptions of the parent after the meeting. The parent self-reported ratings were compared to the school psychologists' responses using a thematic analysis process. Themes between responses were identified, but no validity was established for any of the three groups. Specifically, the survey form was not able to accurately identify high, moderate, or low levels of warmth, flexibility, and involvement within a parent.

The Development of a School Psychology Relevant Parent Survey

Introduction

School psychologists are known for the assessments they conduct with children and their involvement in the special education process. School psychologists, however, have professional roles in addition to assessment. They consult with teachers, conduct research, and provide interventions at an individual, classroom, and system-wide level. Rapport between a child's school and a child's parent needs to be established to help a student succeed academically and behaviorally. Collaborative efforts among schools, families, and mental health professionals, such as school psychologists, have been shown to improve both academic and mental health outcomes in students (Olvera & Olvera, 2012). For school psychologists, parent interactions and collaboration opportunities occur most often during the special education process. During that process, parents provide permission at each stage and therefore are involved and can provide input throughout.

The children and parents school psychologists work with come from a variety of backgrounds. In order to conduct comprehensive evaluations, school psychologists are trained to consider all aspects of a student before, during, and after an assessment or intervention takes place. They always consider the child first, but should consider the parents as well. Because parents may be involved at any point during the special education process, they have the ability to influence the decisions made regarding their child. Their involvement continues, even after permission to assess is established. During an assessment, parents may be surveyed, fill out a rating scale, and continue to

attend meetings. No matter how they are involved, parents play an important role in the special education process of a child.

Parents not only influence what occurs at school, but they also impact the majority of what occurs within the home. This influence makes it very important for school psychologists and other school personnel to be aware of a parent's willingness and ability to collaborate with the school. One way of gauging this would be to become familiar with a parent's overall style of parenting. Knowing a parent's parenting style would allow school teams to gain insight on what may lie ahead in the educational process. Specifically, it would allow school psychologists to better understand and gain perspective on what different interventions would be most effective. Some interventions suggested by teams can occur both at school and at home. Depending on the intervention, some parents may be willing to help with implementation, while others may be more hesitant. Based on different predispositions (i.e. parenting styles) and other factors that may hinder a parent's ability to attend meetings and collaborate, some parents may even decline to help altogether. Knowing a parent's style of parenting would allow school psychologists to better understand how a parent disciplines, communicates, and interacts with their child. Having this knowledge would not only affect the school psychologist's interactions with a parent, but also the interactions with a specific child. In turn, it would also help the parents and families feel heard and understood.

Information about parents is usually learned after the special education process begins. The majority of information school psychologists acquire regarding the parent comes after the start of an assessment or intervention through rating scales or social history reports. Having certain pieces of information before the start of an assessment

would allow school psychologists to quickly gain perspective on the families they work with day-to-day. Having this type of information could also potentially lead to an improvement in parent/school collaboration and more effective interventions.

Currently, the tools available in the field of school psychology cannot be used prior to the first meeting with a parent. The creation of a tool for school psychologists to use prior to starting the special education process would allow school psychologists to better communicate with a parent and therefore better support a given child. Specifically, interventions implemented could be better tailored to fit the needs of the child, as well as the parent.

Parenting Styles

Parenting styles are defined in a variety of ways and are used to explain how a parent interacts with his or her child. Different parenting styles are used more frequently depending on a child's ethnic background and some are more culturally accepted than others. Parenting styles begin when a child is born and can transform throughout a child's life. Parenting styles can be unidirectional or bidirectional in nature. Unidirectional describes a parenting style as being separate from the child and not affected by the child in return. Bidirectional describes a parenting style as affecting both the child and parent's behavior based on how the child responds to the parent (Kerr, Stattin, & Özdemir, 2012). The bidirectional approach suggests that parenting style is not constant and has the ability to change. It suggests that parents can change their style of parenting based on how the child responds to a particular situation. Having parents that are willing and able to adapt in that way suggests a higher level of flexibility within the

parent. Higher levels of flexibility have often been associated with the authoritative or permissive parenting styles, two of the three most commonly known styles of parenting.

Diana Baumrind, a social and developmental psychologist during the 20th century, is widely known for her research on parenting styles. In 1966, she first described three types of parenting styles, and the effects they have on children. Those three styles are permissive, authoritarian, and authoritative. According to Baumrind, the permissive parent consults with the child when making decisions. A permissive parent makes few demands, has few expectations, and allows the child to regulate his or her own activities as often as possible. The permissive parent does not exercise control and does not encourage the child to obey rules. The authoritarian parent believes in obedience and structure. The authoritarian parent is constantly trying to control and shape the attitudes and behavior of their child. This parent restricts autonomy of the child and in turn places high demands. An authoritarian parent views their opinion as the only opinion and does not encourage their child to argue against it. Lastly, there is the authoritative parent. This type of parent uses reason and rationale to interact with the child. They consider the child's viewpoint when making decisions and value the child's opinion. The expectations and rules are clear, but they are not the end all be all. The authoritative parent affirms present qualities of the child, but also sets standards for future behavior. This parent recognizes that their child has their own values and beliefs and respects that (Baumrind, 1966). These three parenting styles are the most commonly known and used in every day psychology, but are not the only definitions that exist.

In 1983, researchers Maccoby and Martin attempted to merge Baumrind's configuration of parenting styles using two new dimensions: responsiveness and

demandingness. Demandingness refers to a parent's level of control and supervision, while responsiveness refers to a parent's level of warmth, acceptance, and involvement. Using these two dimensions, four parenting styles were proposed: authoritarian, authoritative, indulgent, and neglectful. Each of the four parenting styles differ in a parent's level of responsiveness and demandingness. Authoritarian parents are characterized by having a low level of responsiveness and a high level of demandingness. These parents tend to set high demands on their children and leave little room for discussion. Authoritative parents are characterized as having a high level of responsiveness and a high level of demandingness. These parents set high expectations for their children, but also respond to what their child needs and in turn the expectations may change. Indulgent parents are characterized as having a high level of responsiveness, but low levels of demandingness. These parents tend to spoil their children, while having few expectations. Lastly, neglectful parents are categorized by having a low level of responsiveness and a low level of demandingness. These parents tend to not care or worry about their child's behavior and in turn neglect their child's needs (Darling & Steinberg, 1993). Using the influence of Baumrind (1966) and Maccoby, and Martin (1983), researchers have continued to define parenting in a variety of ways. One other way parenting styles have been defined is through warmth, control, and democracy.

According to Kerr, Stattin, and Özdemir (2012), parents tend to vary in warmth, control, and democracy towards their children. Warmth refers to how responsive a parent is to a child's needs; control refers to how much a parent actively monitors and regulates a child's activities; and democracy refers to a parent's willingness to encourage a child's

autonomous functioning and thinking. These three definitions can be used to determine what type of parenting a parent may use. For example, the authoritative parent tends to be high in warmth, control, and democracy whereas the permissive parent tends to be low in all three (Kerr et al., 2012). Another way parenting styles have been described is through parental responsiveness and parental control. Parental responsiveness refers to the extent to which a parent intentionally fosters individuality, self-regulation, and self-assertion in their child by being supportive and attuned to their child's needs. Parental control refers to the extent to which a parent controls a child's behavior and is willing to confront the child who disobeys (Nyarko, 2011). All of the definitions and constructs of parenting styles presented share similarities and differences. One common theme among them is the agreement that parenting style has an effect on children. Parenting style can affect a student's academic and behavioral success in school, so knowing a parent's way of thinking and doing things is important.

Academic Achievement and Behavioral Success

Along with creating parenting style prototypes, Diana Baumrind also conducted longitudinal studies relating those prototypes to their effects on children's academic success. In Baumrind's 1971 study, she classified 134 middle class Caucasian parents of four and five year olds into three categories (authoritative, authoritarian, and permissive) and compared the patterns of behavior of their children. Overall, she found that children with authoritative parents were more competent and more achievement driven in school. She attributed this competence to the way in which authoritative parents encourage academic and social success of their children, while also balancing the need of autonomy. She noted that authoritarian parents often try to control and evaluate their children's

behavior based on an absolute set of expectations and permissive parents tend to avoid punishment while taking less responsibility in shaping their children's academic and social success (Baumrind, 1971). This study suggests that being too relaxed or too stern when parenting does not lead to the best social or academic outcomes in children. It also sheds light on how parenting can aid or hinder a child's intrinsic motivation.

In 1987, Dornbusch, Ritter, Liederman, Roberts, and Fraleigh also examined Baumrind's three parenting style prototypes and their effects on school performance. Over 7,800 high school students were given a questionnaire that measured the parenting style they receive. Their self-reported grade-point average was then compared to the questionnaire results. The results revealed that the authoritative parenting style was positively correlated with students' grades, while the authoritarian and permissive parenting styles were negatively correlated with grades. The results were also consistent across ethnic groups, gender, and ages (Dornbusch et al., 1987). This suggests that high levels of responsiveness and demandingness are associated with the greatest academic success in high school students.

Diana Baumrind conducted a second longitudinal study in 1989 in which she sampled 164 parents of nine-year-old children. She classified the parents, both mothers and fathers, into five categories (authoritarian, authoritative, permissive, traditional and rejecting-neglecting) based on a behavior rating composite that measured their levels of responsiveness and demandingness. In terms of responsiveness and demandingness, her definitions of authoritarian, authoritative, permissive, and rejecting-neglecting matched those of Maccoby and Martin (1983). She added a fifth classification of parents, traditional parents, in which she defined as a mother that is highly responsive, but non-

demanding and a father that is highly demanding, but nonresponsive. The competence level of each child was measured using the Kruskal-Wallis test. Highly competent children were defined as socially assertive and socially responsible. Incompetent children were defined as neither socially assertive nor responsible. The results revealed higher levels of competence in children with authoritative parents, girls raised by authoritarian parents, and boys raised by traditional parents. Children that exhibited lower levels of competence were often raised by rejecting-neglecting parents and girls raised by permissive parents. When comparing all of the children, results revealed that children whose parents had higher levels of demandingness were more competent than those children who were raised with few demands (i.e. rejecting-neglecting or permissive parents) (Baumrind, 1989).

In 2010, researches Kordi and Baharundin examined parenting style through parental responsiveness and parental control. They hypothesized that the levels at which parents value these two dimensions determine a child's level of confidence, motivation, and achievement in school. They conducted a meta-analysis in which student's academic performance was measured and compared it to the parenting they received. Results varied by culture, but overall, the more positive an attitude the parents' held toward their child, the higher level of academic success their child achieved. This suggests, again, that the authoritative parenting style yields the greatest success in a child's academic achievements (Kordi & Baharundin, 2010).

Kingsley Nyarko (2011) also studied the effects of parental control and parental responsiveness on academic achievement. Using those two dimensions, Nyarko compared students from authoritative and authoritarian parents with regards to their level

of academic success. Academic success was measured using a student's average grade across four core subjects (English, math, science, and social studies). Nyarko determined that students were more academically successful when their parents were authoritative as opposed to authoritarian. This suggests that higher levels of parental responsiveness and lower levels of parental control is associated with greater academic success. He attributed his findings to the autonomy and support that is given to children when they have authoritative parents (Nyarko, 2011).

As noted above, parenting style is highly correlated to a child's academic success, but also relates to behavioral problems in children and adolescents. A study conducted by Windle, Brener, Cuccaro, Dittus, Kanouse, Murray, Wallander, and Schuster (2010), looked at three parental dimensions (monitoring, parental nurturance, and parental norms) that have consistently been associated with both internalizing and externalizing problem behaviors. Monitoring was defined as knowing where your child is, whom they are with, and rule setting. Parental nurturance was defined as positive expression of support and warmth of parent towards a child and parental norms was defined as providing clear guidelines and boundaries. These three factors were compared across Caucasian, non-Hispanic black, and Hispanic students in regard to a variety of outcomes, both internalizing and externalizing (i.e. aggression, delinquency, loneliness, etc.). They discovered that non-Hispanic black students reported the highest levels of parenteral nurturance and Hispanic youth reported the highest levels of parental norms. Overall, higher levels of maternal nurturance in conjunction with higher levels of parental monitoring were associated with significantly lower levels of early adolescent internalizing and externalizing problems (Windle et al., 2010). This suggests that

different parenting styles can influence a child's level of behavioral functioning. It also suggests that there are cultural differences in parenting styles.

Cultural Differences

Culturally, different parenting styles are more widely accepted or used and yield varying levels of academic achievement among students. One study conducted by Park and Bauer (2002), found that Caucasian parents are more likely to be considered authoritative when compared to other ethnic groups such as African American and Asian. However, it was noted that among those groups, greater academic success when using the authoritative style was only found in the Caucasian group (Park & Bauer, 2002). Steinberg, Dornbusch, and Brown (1992) discussed evidence that Asian parents are more likely to be considered authoritarian. However, exploring cultural differences goes further than parenting style alone.

School psychologists in America work with an increasing number of diverse families. Socioeconomic status, parental education level, family structure, and languages spoken at home all affect how a parent presents during a meeting. Considering these factors and realizing there are cultural differences can improve parent-school collaboration. One difference discussed by Roopnarine and Davidson (2015) involved parents' level of investment when it comes to parent-child play. They referenced a study in which 28 developing countries were compared. Among the 28 countries, taking children outside and playing were the most predominant activities. Specifically, 64% of mothers reported taking their children outdoors, 60% reported playing with their children younger than five, 47% reported spending time on academic activities, 35% reported telling stories to their children, and 25% reported reading with their children. All of these

estimates, however, were below the estimates obtained for children in the United States. In America, it was reported that 95% of parents read to their children and 83% play with their children outside (Roopnarine & Davidson, 2015). These statistics illustrate that parenting practices vary among cultures. It also supports that notion that cultural factors should be heavily considered when interacting with parents during meetings. The educational priorities of one culture may not be the same as those in other cultures. How a parent views his or her role may also differ from what is typical in Western culture. Being culturally sensitive and culturally aware can only make the consultation process with parents more successful.

Consultation with Parents

Working with parents from a variety of backgrounds means school psychologists need to have an understanding of differences among cultures. Being aware of different cultural norms can help a school psychologist better communicate with a variety of parents and families. When consulting with parents, school psychologists are most often trying to change behavior within the home and at school. The most effective model of consultation school psychologists can use in order to change behavior is behavioral consultation.

According to Sheridan and Elliott (1991), behavioral consultation originated in the 1970s from Bergan and Kratochwill and involves the cooperative efforts of two or more people to clarify a client's needs. It is used to develop an intervention and create the appropriate strategies, so the intervention is implemented with fidelity. According to this model there are three overarching goals: change the client's behavior, alter the consultee's behavior, and produce changes in organizations. A few assumptions held by

this model are all behaviors are learned; assessment, intervention, and evaluation are linked; and data collection must be observable, measurable, and quantifiable. The process in which this consultative model takes place is through four steps: problem identification, problem analysis, plan implementation, and problem evaluation. During the first stage, problem identification, the consultant and consultee define the problem in behavioral terms, determine the antecedent, situation, and consequence for the behavior, and collect baseline data. During the second stage, problem analysis, the consultant and consultee evaluate the baseline data, conduct a functional analysis of the behavior, agree on a goal for the behavior change, and design an intervention plan. During the plan implementation stage, the consultant and consultee make sure the consultee has the skills to implement the intervention, they monitor the intervention, track progress, and make any changes that may improve the effectiveness of the intervention. Finally, during the problem evaluation stage, the consultant and consultee determine if the goal of the consultation was met, evaluate the effectiveness of the intervention, discuss strategies for moving forward, and schedule future meetings or terminate the consultation depending on the outcome (Sheridan & Elliott, 1991).

Behavioral consultation is most relevant for school psychologists when working with families during the special education process. It can be used to ensure that an intervention chosen for a particular child is effective, efficient, and implemented with fidelity. When behavioral consultation is conducted with the teacher in conjunction with a parent, home-school collaboration increases and an emphasis on interactions both at home and at school occurs (Sheridan & Elliott, 1991).

Related Scales

Currently, scales exist that address both parenting style and parenting perspective. Different aspects of each scale, however, hinder their ability to be relevant for school psychologists at the start of the special education process. Three scales were reviewed and will be discussed in relation to the current research. The three scales were the Children's Report of Parental Behavior Inventory (CRPBI), Bronfenbrenner Parental Behavior Questionnaire (BPB), and the Parental Authority Questionnaire (PAQ). The scales' reliability, validity, and overall composition were reviewed for the purposes of the current research.

Earl Schaefer created the Children's Report of Parental Behavior Inventory (CRPBI) in 1965. He created the scale based on the notion that parent-child relationships are significantly related to children's reports of parental behavior. Schaefer conducted a factor analysis of psychologist' ratings of parent behavior that revealed two conceptual dimensions: love versus hostility and autonomy versus control. From those two dimensions, eight relationships of the dimensions were derived: autonomy, autonomy and love, love, love and control, control, control and hostility, hostility, and hostility and autonomy. He then created twenty items for each concept based on observable parent behaviors. The scale was administered to 246 Caucasian children from a suburban school and institution. The internal consistency reliability among items was conducted and results varied from .46 to .94. Sample items include: "Allows me to go out as often as I please", "Often speaks of the good things I do", and "Gives me sympathy when I need it" (Schaefer, 1965).

In 1965, the Bronfenbrenner Parental Behavior Questionnaire (BPB) was created. It was created on the notion that a child's development is effected by how they perceive parental behavior. The BPB measures 15 variables with three items related to each variable. The 45 items relate to both mothers and fathers and asks the child questions regarding his or her perceptions of how his or her parents act towards them. Sample items include: "I can talk with her (him) about everything", "Says nice things about me to other people", and "Teaches me things which I want to learn". The reliability of items was found using the Kuder-Richardson formula. The reliabilities for male fathers ranged from .26 to .83, from .23 to .70 for male mothers, from .55 to .88 for female fathers, and from .32 to .75 for female mothers. The mean reliabilities for all BPB scales were also calculated and are as follows: .58 for male fathers, .45 for male mothers, .68 for female fathers, and .51 for female mothers. A factor analysis was also conducted among items and three factors were found: loving, punishment, and demanding (Siegelman, 1965).

In 1971, Jon Buri created the Parental Authority Questionnaire, (PAQ) a 30 item questionnaire based on Baumrind's three parenting style prototypes: permissive, authoritarian, and authoritative. Initially, 48 items were constructed and 21 professionals from the fields of education, social work, psychologist, and sociology categorized each item into one of the three prototypes. Thirty-six items had 95% agreement on category from the professionals, but only 30 items were retained for the final PAQ. For each of the three prototypes, ten items were written. Sample items include: "My mother did not view herself as responsible for directing and guiding my behavior as I was growing up", "As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it", and "As I was growing up my mother gave me clear direction

for my behaviors and activities, but she was also understanding when I disagreed with her". Using the test-retest method, the PAQ was administered to 62 students in an introductory psychology class twice over a two-week period. Over the two-week period, the reliability coefficient was .81 for mother's permissiveness and .77 for father's permissiveness; .86 for mother's authoritarianism and .85 for father's authoritarianism; and .78 for mother's authoritativeness and .92 for father's authoritativeness. Internal consistency reliabilities were found using Cronbach coefficient alphas for 185 students from an introductory psychology class. The values were as follows: .75 for mother's permissiveness and .74 for father's permissiveness; .85 for mother's authoritarianism and .87 for father's authoritarianism; and .82 for mother's authoritativeness and .85 for father's authoritativeness. Lastly, discriminant-related validity and criterion-related validity was measured using 127 students from an introductory psychology class. Results revealed that the PAQ supported the researchers hypothesis of the relationships among a parent's permissiveness, authoritativeness, and authoritarianism (Buri, 1971).

After reviewing these three scales, the current researcher is unable to use them in the context of the current research. For one, the items on the scales do not relate to the field of school psychology and the information school psychologists should know before consulting with a parent. The large number of items on each scale would also make it difficult to use as a quick tool before, during, or after meetings with a parent. The CRPBI, BPB, and PAQ are also written from the perspective of the child, which is not the intended audience for the current survey tool. The proposed survey tool, however, does take into account the items on these scales and previous research when developing items. The current researcher has proposed three ways of grouping parent behavior:

warmth, flexibility, and involvement. Parents that elicit care, understanding, support, and concern for their child define warmth. Parents that elicit openness, a willingness to help, and exhibit follow through on given tasks define flexibility. Parents that participate in meetings, collaborate with the school, and are aware of their child's school performance define involvement. The three categories were used as the basis for item development for the current survey.

Hypothesis

The current survey tool is hypothesized to yield information regarding a parent's level of warmth, flexibility, and involvement. It is also hypothesized that the survey will provide information on a parent's openness and willingness to participate in their child's academics and interventions put into place by school teams.

Study 1: Item Development and Selection

The current research began by wanting to create a tool for school psychologists to use in their day-to-day practice to better understand the parents they interact with. In order to do this, items needed to be created and selected. The first part of this research was aimed at writing items, vetting items, and selecting items for the final survey form. Practicing school psychologists were used as experts in this process.

Method

Participants. Participants in this study were nine school psychologists from a school district in Virginia. There were eight women and one man. All nine of the school psychologists were Caucasian. Their ages ranged from 32-51 years and the number of years they have been practicing school psychologists ranged from 8 to 27 years.

Design. The current study had school psychologists categorize items by usefulness and parenting group.

Materials. Before the items were written, the author informally interviewed ten school psychologists regarding the types of information they would like to know when consulting with parents. The interviews took place by phone or through email. Following the interviews, 55 potential items were written by the current researcher reflecting Baumrind's (1971) parenting style components of permissiveness, authoritativeness, and authoritarianism and the school psychologists' responses in the context of family consultation. Sample items include:

I do not pay attention to my child.

I do not care how my child does in school.

When my child is sad I provide understanding.

I give explanations for how I discipline.

I view my child as an equal member of the family.

My child knows that I am in charge.

The 55 items appear as Appendix A.

Procedure. At the start of a departmental meeting, nine school psychologists were instructed to rate each item two ways. First, the school psychologists were instructed to "Please circle "Y" for YES if you think the item would be helpful information to know when working with a parent. Please circle "N" for NO if you do not think the item would be helpful information to know when working with a parent." They were then instructed to "Please circle one or more of the following options for each item: "W" for Warm vs. Cold, "F" for Flexible vs. Inflexible, "I" for Involved vs. Uninvolved,

and/or “*” for a reversal.” This allowed the researcher to know what group each item related to the most from a school psychologist perspective.

Once the responses were collected, the researcher used a majority rule cut off (over 75% agreement) in order to select items. First, an item had to have 75% agreement among school psychologists in order for an item to be considered useful. This meant that seven of the nine school psychologists had to circle “yes” next to an individual item. If an item did not have agreement among the school psychologists, it was not used for the final survey form. For an item to be chosen for the final survey form, seven of the nine school psychologists had to place an item in the same group (warmth, flexibility, and involvement). If an item was not placed in the same group by seven of the nine school psychologists, it was not used for the final survey form.

Results

The final survey form had a total of six items, two items from each of the three groups. Out of the 55 items examined by the school psychologists, 21 of them were considered useful based on the greater than 75% agreement cut-off. Seven of the 21 items had 75% or greater agreement on group (warmth, flexibility, and involvement). Of the remaining items, six were chosen for the final survey form; two items from each group. One item that was found both useful and had agreement on group was not chosen for the final survey form because the researcher concluded it was similar to another item chosen and therefore redundant information. The final survey form appears as Appendix B.

The readability of the final survey form was found using the Flesch Reading Ease test and the Flesch-Kincaid Grade Level test. Scores for the Flesch Reading Ease test is

on a 100-point scale with higher scores indicating the passage is easier to read. Scores for the Flesch-Kincaid Grade Level test are based on grade level, so an 8.0 indicates an eighth grader can understand a given passage. The Flesch Reading Ease score for the final survey form was an 81.3, which indicates that the survey is easy to read and understandable to English consumers. The Flesch-Kincaid Grade Level score for the final survey form was a 4.1, meaning a fourth grader should be able to read it and understand it (“Flesch-Kincaid,” n.d.).

When looking at the readability scores for each individual item, some variability was found. For item one, “I give into my child whenever he or she wants something”, the Flesch Reading Ease score was a 72.6 and the Flesch-Kincaid Grade Level score was a 5.8. For item two, “I have difficulty enforcing rules”, the Flesch Reading Ease score was a 32.5 and the Flesch-Kincaid Grade Level score was a 9.9. For item three, “When my child is upset I try to be understanding”, the Flesch Reading Ease score was a 78.2 and the Flesch-Kincaid Grade Level score was a 4.8. For item four, “When my child is mad I try to be understanding”, the Flesch Reading Ease score was an 86.7 and the Flesch-Kincaid Grade Level score was a 3.6. For item five, “I know when my child is struggling with homework”, the Flesch Reading Ease score was an 84.9 and the Flesch-Kincaid Grade Level score was a 3.6. Lastly, for item six, “ I know when my child has a test”, the Flesch Reading Ease score was a 100 and the Flesch-Kincaid Grade Level score was a 0.0. This indicates that the easiest item to read was item six and the most difficult item to read was item two. Items one, three, four, and five were similar in readability. The readability scores for each item are depicted in Table 1.

Table 1.

Readability Scores

	Flesch Reading Ease Score	Flesch-Kincaid Grade Level Score
Item 1	72.6	5.8
Item 2	32.5	9.9
Item 3	78.2	4.8
Item 4	86.7	3.6
Item 5	84.9	3.6
Item 6	100	0.0
Entire Survey Form	81.3	4.1

Study 2: Criterion Validity

Once the items were selected, school psychologist from two different districts in central and Western Virginia were asked to give the final survey form to parents prior to a child study or eligibility meeting and then provide feedback about the parent's participation at the end of the meeting. This procedure would provide the researcher with information regarding the criterion validity of the survey.

Method

Participants. The participants for this study were 30 parents (three fathers, 26 mothers, and one unknown). The range of the participants' ages was 26-53 years old. Twenty-six of the participants were Caucasian, one was Latina, one was Asian, one was African American, and one was unknown. Participants were obtained through school psychologists from public school systems in central and Western Virginia.

Design. The current study compared parent self-reported ratings on the survey to open-ended comments made by the school psychologist.

Procedure. At the beginning of a child study or eligibility meeting where a school psychologist and parent were both present, the parent was asked to fill out the 6-item survey. Once a parent filled out the form, the school psychologist was instructed to “rate the parent’s level of warmth, flexibility, and involvement from your perspective”, through open-ended responses, after the meeting took place.

Analysis. Once the survey forms and the school psychologists’ responses were collected, parent responses were scored. For each category (warmth, flexibility, and involvement) there were two 4-point items, so parents’ scores could range from two through eight.

In order to compare the parents’ scores to the school psychologists’ responses, the school psychologists’ open-ended responses were analyzed by themes. The themes were developed by multiple readings of all the responses. A school psychologist’s response could contain one or more themes, but each theme was counted only once in a response.

The following themes emerged:

- Warmth: kind, responsive, and cold
- Flexibility: yielding, openness, uncompromising, and cautious
- Involvement: participating, collaborative, and aware of academics

Kind. This theme is defined by the participant’s perception that a parent elicits care and compassion for their child. Specifically, it encompasses parents that are warm, understanding, and open towards their child.

Responsive. This theme is defined by the participant’s perception that a parent responds to the child’s needs and expresses trust in the school team. Specifically,

it encompasses parents that are concerned and supportive towards their child. It also encompasses appreciation and trust towards the school team.

Cold. This theme is defined by the participant's perception that a parent does not expression sympathy or compassion for their child. Specifically, it encompasses parents that display low levels of warmth and responsiveness towards their child.

Yielding. This theme is defined by the participant's perception that a parent is easy going and easy to work with. Specifically, it encompasses parents that display high levels of flexibility.

Openness. This theme is defined by the participant's perception that a parent is willing to help their child. Specifically, it encompasses a parent being open to suggestions and willing to try new strategies to help their child.

Uncompromising. This theme is defined by the participant's perception that a parent is rigid and strict. Specifically, it encompasses parents that are firm on their beliefs and what is best for their child.

Cautious. This theme is defined by the participant's perception that a parent is hesitant to make changes. Specifically, it encompasses parents that lack follow through with their children and are difficult to persuade.

Participatory. This theme is defined by the participant's perception that a parent is involved in their child's activities. Specifically, it encompasses parents that are involved in what their child does day-to-day and works with them at home.

Collaboration. This theme is defined by the participant's perception that a parent communicates with the school. Specifically, it encompasses parents that collaborate with the child's teacher and school team when concerns arise.

Aware of Academics. This theme is defined by the participant’s perception that a parent is aware of a child’s academic progress. Specifically, it encompasses parents that know their child’s grades, strengths, and weaknesses in school.

The themes with examples are listed in Table 2.

Table 2.

Warmth Themes

Group	Theme	Example
Warmth	Kind	“Very warm and caring”
	Responsive	“... Appreciative toward team members for their support”
	Cold	“Low. Parent was very quiet with flat affect during meeting.”
Flexibility	Yielding	“Very, very, very flexible...”
	Openness	“... He’s willing to try anything I suggest”
	Uncompromising	“The parent presented as rather rigid about family rules and school expectations”
	Cautious	“It takes awhile to convince her to go along with an intervention, but once she understands it, she's all in.”
Involvement	Participatory	“She clearly works with him at home and comes in for school activities...”
	Collaboration	“...Communicates with teacher regularly.”
	Aware of Academics	“Seems very aware of child's strengths and weaknesses and school performance”

Results

The thematic analysis process was applied to the data and ten total themes emerged. Thematic analysis is a common method used to analyze qualitative data. It emphasizes the identification, investigation, and recording of patterns (or themes) within a data set (“Thematic Analysis,” n.d.). From the warmth group, three themes emerged: kind, responsive, and cold. From the flexibility group, four themes emerged: yielding, openness, uncompromising, and cautious. From the involvement group, three themes emerged: participation, collaboration, and aware of academics. The themes are thought

to provide clear understanding of how the school psychologists in this study perceived each parent they surveyed.

Overall, the parent survey did not match the perceptions of the school psychologists. For the warmth, flexibility, and involvement groups, each theme occurred similar amount of times across ratings (high, medium, and low). This suggests that the way in which parents rated themselves did not match the perceptions of the school psychologists. In general, the school psychologists perceived parents to be warm, flexible, and involved regardless of how the parents rated themselves. The results of each theme are as follows:

Kind. Across all parent-rating groups, school psychologists perceived parents as caring, compassionate, and open towards their child almost evenly. Out of the three parent rating-groups, the low group had the most responses regarding this theme and the medium group had the least. So as the parents rated themselves lower on warmth, the school psychologists perceived their warmth higher. This theme also occurred the most often out of the three themes created under the warmth umbrella.

Responsive. Across all parent-rating groups, school psychologists perceived parents as supportive towards their child and appreciative towards the school team almost evenly. The low group again had the most responses regarding this theme and the medium and high group received the same amount.

Cold. Overall, this theme occurred the least often across all parent-rating groups and was evenly found among the groups.

Yielding. Across all parent-rating groups, school psychologists perceived parents as flexible, easy going, and easy to work with almost evenly. Out of the three parent rating-groups, the medium group had the most responses regarding this theme and the high group had the least.

Openness. Across all parent-rating groups, school psychologists perceived parents as open to suggestions and being willing to help their child almost evenly. Out of the three parent rating-groups, the medium group had the most responses regarding this theme and the high group had the least.

Uncompromising. Across all parent-rating groups, school psychologists perceived parents as being rigid and firm in their beliefs almost evenly. Out of the three parent rating-groups, the medium group had the most responses regarding this theme and the high group had the least.

Cautions. Across all parent-rating groups, school psychologists perceived parents as being hesitant to make changes and lacking follow through almost evenly. Out of the three parent rating-groups, the high group had the most responses regarding this theme and the medium group had the least.

Participation. Across all parent-rating groups, school psychologists perceived parents as involved in their child's day-to-day activities evenly. Out of the three parent rating-groups, the low group had the most responses regarding this theme and the high and medium group had the same amount.

Collaboration. Across all parent-rating groups, school psychologists perceived parents' communication and collaboration with their child's teacher almost

evenly. Out of the three parent rating-groups, the medium group had the most responses regarding this theme and the high and low group had the same amount.

Aware of Academics. Across all parent-rating groups, school psychologists perceived parents as being aware of their child’s strengths, weaknesses, and grades as being highest in the medium group.

The results of the themes are listed in Table 3 (warmth), Table 4 (flexibility), and Table 5 (involvement).

Table 3.

Warmth

		Parent Rating Groups		
		High Rating (8) n = 10	Medium Rating (7) n = 6	Low Rating (0-6) n = 14
	Theme			
Number of times the theme was found in the school psychologist’s response for a given parent (percentage)	Kind	7 (23)	5 (17)	11 (37)
	Responsive	3 (10)	3 (10)	5 (17)
	Cold	1 (3)	1 (3)	1 (3)

Table 4.

Flexibility

		Parent Rating Groups		
		High Rating (5-8) n = 6	Medium Rating (4) n = 15	Low Rating (0-3) n = 9
	Theme			
Number of times the theme was found in the school	Yielding	4 (13)	7 (23)	5 (17)
	Openness	2 (7)	5 (17)	3 (10)

psychologist's response for a given parent (percentage)	Uncompromising	1 (3)	4 (13)	3 (10)
	Cautious	2 (7)	0 (0)	1 (3)

Table 5.

Involvement

		Parent Rating Groups		
	Theme	High Rating (7-8) n = 7	Medium Rating (6) n = 11	Low Rating (0-5) n = 12
Number of times the theme was found in the school psychologist's response for a given parent (percentage)	Participation	7 (23)	7 (23)	8 (27)
	Collaboration	1 (3)	3 (10)	1 (3)
	Aware of Academics	0 (0)	4 (13)	1 (3)

Correlational analyses were used to examine the relationship between the items on the final survey form. Results indicated a significant relationship between item one and item two, $r(30) = .770, p < .01$, item three and item four, $r(30) = .453, p < .05$, and item five and item six, $r(30) = .438, p < .05$. This suggests that the two items chosen for each group did in fact correlate with one another. Specifically, parents rated themselves similarly on the items for each group (warmth, flexibility, and involvement). Significant results were also found among items one and four, $r(30) = -.399, p < .05$, items one and five, $r(30) = -.577, p < .01$, items two and five, $r(30) = -.708, p < .01$, and items four and five, $r(30) = .453, p < .05$. These significant findings, with the exception of one, were negative, which would be expected since the items were not suppose to relate to one another. Items four and five, however, did have a positive correlation even though they

were not in the same group. This suggests that a higher response on item four correlated to a higher response on item five. Table 6 shows the correlations among items.

Table 6.

Correlation Matrix

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Item 1	---					
Item 2	.770**	---				
Item 3	-.102	-.100	---			
Item 4	-.399*	-.358	.453*	---		
Item 5	-.577**	-.708**	.114	.453*	---	
Item 6	.116	-.200	-.041	.177	.438*	---

**Correlation is significant at the .01 level (2-tailed).

* Correlation is significant at the .05 level (2-tailed).

Discussion

The primary purpose of this study was to create a tool for school psychologists to use to quickly gauge a parent's parenting style. This would allow school psychologists to better understand specific families they work with in order to improve communication and potentially increase home/school collaboration. Previous research suggests that parenting style directly relates to a child's academic success. Specifically, it supports the notion that the authoritative style is associated with the greatest academic achievement and competence in school (Baumrind 1971; Dornbusch et al., 1987; Baumrind, 1989; Kordi & Baharundin, 2010; Nyarko, 2011). Research also suggests that parenting style affects behavioral outcomes in children and adolescence (Windle et al., 2010). However, there is research showing that different cultures value different styles of parenting and

therefore are associated with children with different academic outcomes (Roopnarine & Davidson, 2015).

The results of the current study revealed that the tool created was not able to predict a parent's level of warmth, flexibility, or involvement. The school psychologists' perceptions were similar across all parent-rating groups. This may have occurred for several reasons. The overall sample size was 30, but the number of participants in each of the parent-rating groups was inconsistent, which may have led to skewed data. The groups themselves also varied in how the groups were divided. For example, the low warmth group had ratings from two to six, while the low flexibility group had ratings from two to three. This may have led to a misrepresentation of the data. A parent self-rating of six is high, but falls in the low group, and therefore when a school psychologist perceived that parent as being warm it makes sense. The uneven sample size and distribution of ratings may be a reason for the lack of validity. There were also some limitations of the study that may give explanation to the lack of findings.

Limitations

There were limitations in both studies that should be noted. In the first study, sample size and sample demographics were limited. In total, only nine school psychologists were used to determine if an item was useful and identify the group in which an item fell. Having only nine school psychologists limited the researcher's ability to be certain that the items were correctly identified for the final survey form. Future researchers should have a larger group of school psychologists to increase the reliability of how the items are categorized. The school psychologists used in study one also came from the same school district, were roughly the same age, were the same race, and were

all the same sex with the exception of one. The similarity of demographics for the participants in this study may have caused bias in response. Future researchers should use a more diverse group of individuals as experts in order to have a wider range of expertise and training. A more diverse group of participants would allow future researchers to be confident that the items are correctly categorized. Another limitation for study one was the lack of background knowledge the school psychologists may have had on parenting style research. This lack of knowledge may have led to confusion when categorizing the items into the different groups. Future researchers should provide a small training prior to data collection, so the school psychologists have clear definitions and explanations of what each category means and how it relates to the field of school psychology.

There were also limitations in study one after the items were categorized. Out of the 55 items provided to the school psychologists, only seven were agreed upon by the majority (over 75%). This gave the researcher few options when choosing items for the final survey form. Out of the seven remaining, six were used for the final survey form. This meant that the researcher was only able to leave out one item. The researcher agreed with the school psychologists in terms of how they categorized the seven items, but would have chosen a different set of items if possible for the final survey form. For example, the items that the school psychologists categorized as flexibility (“I give into my child whenever he or she wants something” and “I have difficulty enforcing rules”) were in fact pertaining to flexibility, but were not the best items to ask a parent before a meeting. The questions did not directly relate to how a parent would respond to implementing an intervention at home if asked. The researcher believes that out of the

six items chosen for the final survey form, the flexibility items were not situations the school psychologists could observe in a meeting and therefore their responses did not match how the parents rated themselves. Researchers wanting to further this tool should change the items on the final survey form to obtain more reliable and valid results.

Some of the limitations for study two were similar to those in study one. The school psychologists who administered the parent surveys were the same school psychologists who served as experts in the first study. This may have caused similar demographic bias as discussed above. Future researchers should use separate groups of school psychologists as experts and surveyors. The parent participants who were surveyed shared similar demographics as well. The majority of parents who participated were Caucasian mothers. This may have led to similar thinking and patterns of parenting, which could have led to bias in the results. Future researchers should survey a more diverse population of parents by using multiple school districts across the county.

In conclusion, school psychologists and parents both play an important role in the special education process. It is important that they work well together in order to achieve the best outcome for the student. Parenting style is just one piece of information out of many that could help school teams better support the students they serve. Tools that allow school psychologists to learn about parents and families before an assessment takes place would be very beneficial to the field of school psychology and further research on this topic is needed.

Appendix A

55 Item List

Item	Number of School Psychologists that Rated Item Useful (out of 9)
1. I have difficulty disciplining my child.	9
2. I give into my child whenever he or she wants something.	9
3. People tell me that I spoil my child.	2
4. I consider my child's opinion before my own.	6
5. I have no expectations for my child because he or she should set his or her own.	4
6. I have difficulty enforcing rules.	9
7. I do not like to yell at my child.	5
8. I allow my child to be in charge of his or her routine.	8
9. I am not sure what to do when my child is sad.	8
10. I am not sure what to do when my child is mad.	8
11. I do not pay attention to my child.	5
12. I do not care how my child does in school.	5
13. I look forward to the time when my child and I can be friends and I don't have to be the parent.	4
14. I respond to my child's feelings.	8
15. I respond to my child's needs.	8
16. I view my child as an equal member of the family.	5
17. When my child is upset I provide understanding.	7
18. When my child is sad I provide understanding.	6
19. When my child is mad I provide understanding.	7
20. I give explanations for how I discipline.	4
21. I give explanations for my punishments.	4
22. I give explanations when I make decisions.	5
23. I give explanations for my expectations.	7
24. I consider my child's wishes when making decisions.	7
25. I respect my child's opinion.	7
26. I encourage my child to express his or her opinions.	9
27. I have moderate expectations for my child.	1
28. I want my child to do well in school.	5
29. I do not give explanations for my expectations.	3
30. I do not give explanations for how I discipline.	2
31. I do not give explanations for punishments.	3
32. I do not consider my child's wishes when making decisions.	2

33. I do not view my child as an equal member of the family.	1
34. When my child is sad I tell them to get over it.	5
35. When my child is mad I tell them to get over it.	5
36. I do not encourage my child to express his or her opinions.	4
37. My child knows that I am in charge.	5
38. I expect my child to get over emotions quickly.	8
39. I remind my child that I make the decisions.	6
40. I place high demands on my child.	7
41. I have high expectations of my child.	7
42. I expect my child to do well in school.	8
43. My child asks for help on homework.	6
44. My child struggles on his or her homework.	8
45. When my child asks for help I help.	5
46. I check my child's grades.	6
47. I know what my child is learning in math.	6
48. I know what my child is learning in reading.	5
49. I know what my child is learning in social studies/history.	5
50. I know what my child is learning in science.	5
51. I know when my child has a test.	9
52. I know when my child has a project due.	9
53. I know when my child has a writing assignment.	6
54. I volunteer in my child's classroom.	5
55. I believe that my child's teacher is responsible for my child's learning.	6

Appendix B

Short Survey Form

1. I give into my child whenever he or she wants something.

Never Sometimes Often Always

2. I have difficulty enforcing rules.

Never Sometimes Often Always

3. When my child is upset I try to be understanding.

Never Sometimes Often Always

4. When my child is mad I try to be understanding.

Never Sometimes Often Always

5. I know when my child is struggling with homework.

Never Sometimes Often Always

6. I know when my child has a test.

Never Sometimes Often Always

Appendix C

Post Meeting Survey

1. How would you describe the parent's level of warmth?

2. How would you describe the parent's level of flexibility?

3. How would you describe the parent's level of involvement?

4. Please describe the parent.

Appendix D

Parent Data

Participant	Age	Gender	Ethnicity	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating	Q5 Rating	Q6 Rating
1	37	F	Latina	3	3	2	2	2	3
2	37	F	White	3	3	3	2	2	2
3	41	M	White	3	4	4	4	2	2
4	29	F	White	2	2	4	2	2	1
5	33	F	Asian	4	4	4	2	2	4
6	41	M	White	2	2	4	2	2	1
7	31	F	African American	3	3	4	2	2	3
8	49	F	White	2	1	3	2	3	3
9	53	M	White	2	2	4	3	3	3
10	40	F	White	2	2	3	3	3	2
11	42	F	White	2	2	4	4	3	2
12	41	F	White	2	1	4	4	3	3
13	48	F	White	2	2	4	4	3	3
14	39	F	White	2	2	3	3	3	2
15	41	F	White	2	2	3	3	4	4
16	46	F	White	2	2	4	3	3	3
17	38	F	White	2	1	4	4	4	4
18	52	F	White	2	2	3	3	3	3
19	35	F	White	2	1	4	3	4	3
20	49	F	White	2	2	4	3	4	2
21	39	F	White	2	3	4	3	2	2
22	51	F	White	2	1	4	3	4	3
23	26	F	White	2	2	4	4	3	3
24	36	F	Native American	2	1	4	4	4	4
25	50	F	White	2	2	3	3	3	2
26	47	F	White	2	2	4	4	3	3
27	38	F	White	2	1	4	4	3	4
28				2	1	3	3	3	3
29	33	F	White	2	2	3	2	3	4
30	52	F	White	2	1	4	4	3	2

Appendix E

School Psychologist Data

Participant	School Psychologist Response (Warmth)	School Psychologist Response (Flexibility)	School Psychologist Response (Involvement)	School Psychologist Response (Overall)
1	This is a parent who has no trouble expressing both her pleasure and displeasure toward her son--or toward the school.	It takes awhile to convince her to go along with an intervention, but once she understands it, she's all in.	When this mother says she is aware of something, she is, but I don't think she wants to be aware of everything. I know her better working with her old son.	Her immediate reaction to anything is to be defensive-- of her mothering skills and of her kids. You have to be gentle with her, and once she figures out again that you are on her side, she opens up considerably.
2	This is a very warm, emotionally available parent. She expresses her affection toward her sons and towards others.	Tricky question. Very flexible at meetings. Always open to new ideas and enthusiastic. Not so great with the follow through.	I think she thinks she is very involved, but she is selectively involved. She likes to go to ball games and she has a Facebook account so she can keep an eye on the kids and be a "hip" parent. When it comes to supervision of homework or getting information back to the school, not so much.	She is a very nice, pleasant person. You would enjoy being in a room with her. But she doesn't always deliver. You might think she "spoils" her kids, but it's often the case that she just doesn't do anything for more than a couple of hours. She agrees to watch them or to put down some restricts or boundaries, but they disappear. Maybe she lacks Executive Function. She has a GED and works part time at a florist.
3	Scale of 1 to 5, 5 being high, 4	About average	A very involved father	Single dad; very involved with a child who's becoming more and more of a problem at school; he's well intentioned but often clueless.
4	Very warm and friendly; she expresses her affection for her son openly (as well as her irritation)	She'll try new things for awhile	Low	She seems overwhelmed by having a 10-year-old and an 8-year-old; her husband is absent at present (jail).
5	Very reserved (cultural?)	Very, very, very flexible; not much follow-up	Involved in academics, but not much else	Very quiet; nods her head, but the next time you see her, she's done little to help the situation
6	Very warm; he is sad that his daughter is becoming VERY independent	This father is looking for ways of staying in his daughter's life; she is pushing him away because she is now "grown up," and he's willing to try anything I suggest	He is very involved, or has been. He would like to stay that way. He is not "overprotective," but maybe isn't giving up a little control that might be what most of his daughter's peers are experiencing. He is very startled to suddenly have	A single parent with limited education raising two daughters.

			an angry, angst-driven teen that was a girl just months ago.	
7	I haven't seen much warmth from her. She has a reputation at the school of being very demanding and unwilling to admit than any of her kids have any problems. They all do.	Zero	If involvement means coming to the school and creating mayhem, very high. If you mean helping her children with school work or disciplining them or talking with them about right and wrong or apparently just talking to them about they day, zero.	She has a chip on her shoulder the size of a redwood tree. She was expelled by our system when she was 15. Never finished high school Never got her GED. Changes jobs at least once or twice a year. She has been known to come to a parent conference high on something. I was absolutely startled that she agreed to participate in this, but I thought I'd give it a shot, because she might be a different sort of respondent.
8	Moderate. She genuinely seemed concerned and invested in her child, but affect was relatively flat side from expressing frustration.	Moderate. Interested in staff's opinions, but also clear on her own.	Very - checks grades, communicates with teacher regularly.	Intelligent, well spoken, seems firm/strict. Did not smile.
9	Low. Parent was very quiet with flat affect during meeting.	Low to moderate. Difficult to determine due to minimal participation, but he did seem to view his child's difficulties as manipulation and intentional in nature	Moderate - seems aware of grades and child's struggles, but also somewhat aloof	Father sat and looked angry or sullen. Hardly spoke (mother was active participant) and didn't smile. His chair was also back away from the table somewhat
10	Very warm	Highly flexible - a "go-with-the-flow" type person	Very involved	Very friendly, good listener, effective advocate for her child, but very willing to consider educators points of view
11	Somewhat warm	Very flexible	Somewhat involved	Friendly, seems to have a lot of life stressors right now - child's education may not be the top priority this moment in time
12	Very warm, kind, and appreciative toward team members for their support	Very flexible - willing to change work schedule to attend meetings and counseling appointments	Very involved - changed work hours to spend more time with her child, attending upcoming field trip, keeps contact with teachers and counselors	Warm, friendly, articulate, well-groomed, emotional (shed a few tears), but seemed realistic. Open about struggles with her child and within the family
13	Parent was personable and friendly. She related well and knew her son well. She seemed warm and caring	She was friendly enough to complete this with an excellent attitude. The meeting ended earlier than she thought it would and she was fine with that. She appeared flexible, friendly and easy to work with	Very involved. Knew her son well. Worked well with teachers and school staff	The parent is a mom who appeared to know her son and children well. She recently lost her husband, but this was not brought up in the meeting. She presented as an emotionally strong

				and independent woman who holds things together for her family.
14	Parent knows her child very well. She presented as a warm, friendly mother who interacts well with others	Parent was flexible and worked well with team. She had a high level of flexibility	Extremely involved but not over involved. Her work is scheduled around being home with both of her children.	I really liked this mother. She talked about her struggles as a child with ADHD: Inattentive. She wanted to make sure her child doesn't go through what she had to deal with as a child. Very personable and easy to work with.
15	The parent demonstrated a considerable degree of warmth and openness. She appeared sincerely interested in feedback about her daughter	The parent impressed as quite flexible, particularly as it related to suggested interventions for her daughter	The parent is reasonably involved, yet having appropriate expectations of independence for her daughters	The parent impressed as open, caring, and a good communicator.
16	Very warm and caring, but also shows she has expectations and sticks with consequences for not following house rules	Seems appropriately flexible - takes into account child's characteristics and special circumstances but does not waiver on basic behavior expectations	Seems very aware of child's strengths and weaknesses and school performance; advocates for him but also involves him in the process and holds him accountable	Presented as educated, level-headed, wanting the best for her some while expecting him to do his part
17	Very warm and caring	Very flexible and willing to help	Very involved	Friendly, caring, concerned about her child
18	She seemed warm and caring	Seems flexible and open to suggestions	She is involved and seeking more involvement by setting up Blackboard acct. so she can know when things are due in advance	Articulate. Slightly overwhelmed caring for injured parent and having ADHD herself and having 2 children with ADHD
19	Very warm and knowledgeable about developmental needs of her children	She seems flexible and open to suggestions. She recognizes differences in what each of her children require.	Highly involved	Parent expressed realistic concerns regarding the development of her preschooler who has recently started speech therapy. She recently started her in 2 days partial preschool after noticing differences between this child and her oldest sibling
20	Parents were nurturing and knowledgeable about their child. Initially, they were guarded towards the team. However, once the meeting started they warmed up and were engaging with the team	Parents have a low level of flexibility	Parents appear to be involved with their child. However, their involvement in the team progress was fairly limited as a result of them lacking an understanding of our process	The -- father, mother and brother all participated in the FBA. The brother helped the parents -- information and was very supportive of his brother and parents. Both parents were cognitively limited. They are a lovely family who supported each other and value education.
21	Parent appeared warm toward the team. She had her 18 month old little boy with her who is	Very flexible. Appeared to understand that the team helping	Somewhat involved. Always shows up to meetings and supporting	Parent is warm and engaging. She's laid back and easy to

	adorable	her child and trusted the team	her child	work with. Her son is really cute and socially engaging. -- People and happy.
22	Very warm, supportive	Somewhat flexible, but not tolerant of inappropriate behavior or perceived "laziness"	Very involved and dedicated to her child	Comes across as intelligent but not necessarily high level of education; very caring towards this child but self-describes as not knowing as much about child development in general - became a parent unexpectedly at somewhat older age
23	I would describe the parents level of warmth as typical	The parent impressed as somewhat rigid with regard to how she disciplines her child	The parent appeared to be adequately involved given her single-parent status and level of personal responsibility	The parent impressed as moderately stressed with the responsibility of raising two children in a single-family household
24	Average. Initially impressed as anxious. She cried when his struggles were described by his teacher	She seemed receptive to suggestions of strategies to try at home	She clearly works with him at home and comes in for school activities, but there are multiple siblings in the home	Parent brought her sister for support. She was emotional but perfectly appropriate in interactions with the team. Slightly passive or lacking confidence perhaps
25	Warm - smiled, thanked the team	Very flexible - came into meeting with little notice after team noticed that a deadline was quickly y approaching	Moderately involved - seemed aware of projects and grades, but also laidback, so may not be on top of everything	Friendly, casual, open
26	Low - very anxious	Low - very anxious so she was not flexible	Very involved	Very anxious
27	The parent appeared quiet concerned about her son's progress and evidenced considerable warmth	The parent presented as rather rigid about family rules and school expectations	The parent has been very involved	The parent seemed to be well informed about her son's school performance. It appeared that she was questioning her son's effort and his level of independence
28	Very warm	Definitely flexible and willing to adapt to meet the student's needs	Very involved	Kind, caring, concerned, assertive, protective
29	Very warm, smiled frequently, thanked the staff for our time and efforts	Flexible - expressed reservations about trying medication with her child, but also said she'd be open to trying it if needed	Very involved - seems to have frequent communication with the teacher	Friendly, warm, involved, smiled and laughed
30	Reserved	Cautious, but adequate	Involved, willing to do what is needed for the child	Quiet, serious, concerned, intelligent

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