

012259

Parent as Educator Interview, Short Form by Earl S. Schaefer and  
Marianna Edgerton, 1979.

DESCRIPTION: Initial goal of study in which interview was used, was to correlate parent educational attitudes, beliefs, behaviors, and values and family sociodemographic variables with child adaptation and ability in kindergarten. Goal was also to determine whether sociodemographic variables and parent characteristics are redundant or complementary predictors of child adaptation. It was found that both sociodemographic and maternal interview variables are significantly correlated with child's verbal skills in kindergarten and with reading skills at the end of grade 1.

ADMINISTRATION: Part of the information is elicited by an interviewer. There are also rating scales for the parent to complete.

SCORING AND INTERPRETATION: Scoring sheets are provided for the rating scales.

MATERIALS: Interview and Rating Scales; Paper.

REFERENCE: Frankenburg, W.K., ed. Proceedings of the Second International Conference on Developmental Screening. Denver: JFK Developmental Center, 1978.

# QUESTIONNAIRE

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## Cover Sheet

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## Parent as Educator Interview

Short Form, January 1979

(1-4)

Interviewer \_\_\_\_\_

Date \_\_\_\_\_

ID  
(5-7)

School child will attend \_\_\_\_\_

(8-9)

Teacher \_\_\_\_\_

(10-12)

Race of child  
(w=1, B=2)Sex of child  
(M=1, F=2)

(13-14)

Birthdate or age  
(age in months on 12-30-77)

(15-16)

Number of adults in household (over 18, not siblings)  
(>9=9)

(17)

Relationship of all adults to child  
(Father yes = 2, no = 1)

(18)

Number of older brothers and sisters  
(>9=9)

(19)

Number of younger brothers and sisters  
(>9=9)

(20)

Father's Occupation \_\_\_\_\_

(21)

Does mother work outside home?  
(no=1)

(22)

If yes,  
Full-time or part time \_\_\_\_\_  
(part=2, Full=3)

(23)

Mother's occupation  
(none = 0)

(24)

Father's education: number of years completed \_\_\_\_\_

(25)

Mother's education: number of years completed \_\_\_\_\_

(26-27)

## Family's total income

Yearly	Monthly	Weekly
1 - less than 3,000	Less than 250	Less than 57
2 - 3001 - 5000	251 - 416	58 - 115
3 - 5001 - 10,000	417 - 833	116 - 192
4 - 10,001 - 15,000	834 - 1250	193 - 288
5 - 15,001 - 20,000	1251 - 1666	289 - 385
6 - Over 20,000	Over 1667	Over 385

(28)

Source of child support

(1=M, 2=F, 3=both, 4=grandparent, 5=Soc. Serv, 6=other) (29)

Parent as Educator Interview

Earl Schaefer and Marianna Edgerton

Short Form, January 1979

For Principal Caretaker

ID \_\_\_\_\_

1. We are interested in the kinds of educational experiences children have before they start school. Did (child) attend a day care program? How many years? \_\_\_\_\_. Has he/she been in any other organized activities; for example, Sunday School, swimming lessons, other recreational programs? (Write in answers) Number of activities + years in day care (> 9 = 9) \_\_\_\_\_
2. Have you bought any books for him/her in the last year? (Comic books and magazines count.) If yes, how many? (1) None \_\_\_\_\_  
(2) 1-5 \_\_\_\_\_  
(3) 6-25 \_\_\_\_\_  
(4) More \_\_\_\_\_
3. Have you ever taken (child) to the bookmobile or library? If yes, how many times? (1) None \_\_\_\_\_  
(2) 1-3 \_\_\_\_\_  
(3) 4-10 \_\_\_\_\_  
(4) More \_\_\_\_\_
4. What kinds of things do you and (child) do together?  
\_\_\_\_\_  
\_\_\_\_\_

Do you:	1. Never	2. Less than once a week	3. At least once a week	4. Every day
play together	<hr/>	<hr/>	<hr/>	<hr/>
work together	<hr/>	<hr/>	<hr/>	<hr/>
eat together	<hr/>	<hr/>	<hr/>	<hr/>

Do you:	1. Never	2. Less than once a week	3. At least once a week
read books or magazines together	_____	_____	_____
work with plants or gardens together	_____	_____	_____
cook together	_____	_____	_____
work on hobbies or projects together	_____	_____	_____
play board games (like Candyland, Bingo, etc.) together	_____	_____	_____
play guessing games together	_____	_____	_____

What kinds of things do you talk about with (child) ?

Do you talk about:	1. Never	2. Less than once a week	3. At least once a week
things s/he likes to do	_____	_____	_____
what s/he would like to do in the future	_____	_____	_____
family and relatives	_____	_____	_____
your friends	_____	_____	_____
things of interest in your own life	_____	_____	_____

-3-

Do you talk about: (continued)      1. Never      2. Less than once a week      3. At least once a week

what you did when you  
were a child

_____	_____	_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------	-------	-------

your religion

_____	_____	_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------	-------	-------

the world of nature--  
plants, animals,  
weather, etc.

_____	_____	_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------	-------	-------

Now that s/he is going to school, do you think you will play any part in his/her education? If so, what?

(Hand parent "Rank Order of Roles," page 4)

Here are four things parents have mentioned as possible ways they can help in their child's education. Do you think you will do any of these? (Read items) Write 1 beside the thing you will do most often (if anything). Write 2 beside the thing you will do next most often (if anything), and so on. Put a "0" beside anything you will probably not do at all.

Now I am going to read some sentences, and I want you to tell me whether you agree or not. (Hand parent the answer card and read the five possible answers. "My child" refers to the child in the study.)

Rank Order of Roles

Here are four things parents have mentioned as possible ways they can help in their child's education. Do you think you will do any of these things?

- a. give moral training, discipline \_\_\_\_\_
- b. help with homework and schoolwork \_\_\_\_\_
- c. provide interesting experiences outside of school \_\_\_\_\_
- d. listen, show an interest, encourage the child \_\_\_\_\_

Write '1' beside the thing you will do most often (if anything). Write '2' beside the thing you will do next most often (if anything), and so on. Put a "0" beside any things you will probably not do at all.

	Strongly Disagree	Mildly Disagree	Not sure	Mildly Agree	Strongly Agree
1. It's all right for my child to disagree with me.	1	2	3	4	5
2. I teach my child that he should be doing something useful at all times.	1	2	3	4	5
3. I like to make up games to play with my child.	1	2	3	4	5
4. Children generally do not do what they should unless someone sees to it.	1	2	3	4	5
5. Children have to learn the world is a pretty unfriendly place.	1	2	3	4	5
6. Children should be allowed to disagree with their parents if they feel their own ideas are better.	1	2	3	4	5
7. The most important thing to teach children is absolute obedience to parents.	1	2	3	4	5
8. Preparing for the future is more important for a child than enjoying today.	1	2	3	4	5
9. Children will be bad unless they are taught what is right.	1	2	3	4	5
10. Playing with children makes me restless.	1	2	3	4	5
11. I give my child the chance to make up his own mind about a lot of things.	1	2	3	4	5
12. It bothers me to see a child sitting around doing nothing.	1	2	3	4	5
13. I encourage my child to make up funny stories and rhymes.	1	2	3	4	5
14. Since children cannot be trusted to do the right thing, their chances to misbehave must be limited.	1	2	3	4	5
15. Children have to learn to look out for themselves, because the way the world is now, on one else will.	1	2	3	4	5
16. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	1	2	3	4	5

	Strongly Disagree	Mildly Disagree	Not sure	Mildly Agree	Strongly Agree
17. Children should always obey their parents.	1	2	3	4	5
18. The most important thing for a child to do in school is to prepare for his future life.	1	2	3	4	5
19. Children will not do the right thing unless they must.	1	2	3	4	5
20. It is difficult for me to stay interested when playing with children.	1	2	3	4	5
21. My child is free to tell me what he thinks.	1	2	3	4	5
22. Children should be kept busy with work and study at home and at school.	1	2	3	4	5
23. I play "make believe" with my child.	1	2	3	4	5
24. If children were allowed to do what they pleased, total confusion would result.	1	2	3	4	5
25. Children today are growing up in an unfriendly world.	1	2	3	4	5
26. A child has a right to his own point of view and should be allowed to express it.	1	2	3	4	5
27. Children should not question the authority of their parents.	1	2	3	4	5
28. To be satisfied now is less important for a child than to work for the future.	1	2	3	4	5
29. Children must be carefully trained early in life or their natural impulse will make them unmanageable.	1	2	3	4	5
30. I get bored quickly with children's games.	1	2	3	4	5
31. I go along with the game when my child is pretending something.	1	2	3	4	5
32. A child's ideas should be seriously considered in making family decisions.	1	2	3	4	5
33. Children should always do what their parents say, no matter what.	1	2	3	4	5

Rank Order Sheet

(1-4)

ID \_\_\_\_\_

Here are three lists of qualities that parents feel are important for their child to learn. Rank them in order of their importance to you. In the first set, place a "1" beside the quality which you think is most important. Now place a "2" beside the quality which you think is next most important, and so on. (5-7)

Do the same for the other two sets.

A. Which of the qualities below do you value most for your child?

- a. to think for him/herself \_\_\_\_\_ (8)
- b. to keep him/herself and his/her clothes clean \_\_\_\_\_
- c. to be curious about many things \_\_\_\_\_
- d. to be polite to adults \_\_\_\_\_
- e. to be kind to other children \_\_\_\_\_ (12)

B. The following is a list of qualities which might be considered important for a child to learn. Rank them in order of their importance to you.

- a. to obey his parents and teachers \_\_\_\_\_ (13)
- b. to be responsible for his own work \_\_\_\_\_
- c. to be kind and considerate \_\_\_\_\_
- d. to keep his things neat and in order \_\_\_\_\_
- e. to use his imagination \_\_\_\_\_ (17)

C. Which of the following, do you value most for your child? Rank them in order of their importance to you.

- a. interest in how and why things happen \_\_\_\_\_ (18)
- b. ability to get along with people \_\_\_\_\_
- c. being a good student \_\_\_\_\_
- d. ability to look after him/herself \_\_\_\_\_
- e. good manners \_\_\_\_\_ (22)

	Strongly Disagree	Mildly Disagree	Not sure	Mildly Agree	Strongly Agree	
1. There is little parents can do about school policies and practices.	1	2	3	4	5	(23)
2. It is important for the teacher to know about a child's home life in order to help the child more.	1	2	3	4	5	
3. The major goal of education is to put basic information into the minds of the children.	1	2	3	4	5	
4. Basically, children learn by being told about the world.	1	2	3	4	5	
5. Teachers should show the same amount of affection to all their students.	1	2	3	4	5	
6. Teachers need not be concerned with what goes on in a child's home.	1	2	3	4	5	
7. Basically, the aim of education is to encourage the children's curiosity about many areas.	1	2	3	4	5	
8. A child learns best by doing things himself rather than listening to others.	1	2	3	4	5	
9. Parents cannot do much to change what happens in school.	1	2	3	4	5	
10. Knowledge of a child's home background is necessary for effective teaching.	1	2	3	4	5	
11. The most important goal of education is to pass on the knowledge which has been handed down from generation to generation	1	2	3	4	5	
12. Children's learning results mainly from being presented basic information again and again.	1	2	3	4	5	
13. Teachers should give all students an equal amount of praise.	1	2	3	4	5	
14. A teacher can teach her students just as well without knowing about their families.	1	2	3	4	5	
15. The major goal of education is to teach children how to think creatively.	1	2	3	4	5	
16. Basically, a child learns by exploring the world around him.	1	2	3	4	5	(38)

- |  |   |   |   |   |   |      |
|--|---|---|---|---|---|------|
| 17. There is little hope that parents can have a meaningful effect on the school                           | 1 | 2 | 3 | 4 | 5 | (39) |
| 18. If a teacher knows a student's family, she is better able to work with him.                            | 1 | 2 | 3 | 4 | 5 |      |
| 19. The principal aim of education is to teach facts which have been discovered about the world.           | 1 | 2 | 3 | 4 | 5 |      |
| 20. A child learns primarily by absorbing knowledge he is given by others.                                 | 1 | 2 | 3 | 4 | 5 |      |
| 21. Teachers should discipline all the children the same.  | 1 | 2 | 3 | 4 | 5 |      |
| 22. Knowing about a child's home background will not increase the effectiveness of the teacher's teaching. | 1 | 2 | 3 | 4 | 5 |      |
| 23. The main purpose of education is to help a child learn to investigate problems on his/her own.         | 1 | 2 | 3 | 4 | 5 |      |
| 24. Children are naturally curious and will learn well unless barriers are placed in their way.            | 1 | 2 | 3 | 4 | 5 | (46) |

Scoring Form

Parent as Educator Inventory, Pages 1-4

January 1979 Form

Providing Educational Experiences = Organized Activities + books +  
library

DO - 1 = play + work + eat + TV

DO - 2 = read + plants + hobbies + board + guess + cook

Talk = likes + future + relative + friends + life  
+ child + religion + nature

Recode Roles (1=4, 2=3, 3=2, 4=1) So highest number is for highest priority.

To score rank order of values

Page 7

Recode(5 = 1 4 = 2 2 = 4 1 = 5) so that highest priority is highest number, then add items as follows:

Conform = Ab (clean) + Ad (polite) + Ba (obedient) + Bd (neat) + Cc  
(good student) + Ce (manners)

Social = Ae (kind to children) + Bc (considerate) + Cb (get along with people)

Self-direct = Aa (think for himself) + Ac (curious) + Bb (responsible)  
+ Be (imagination) + Ca (interest in how and why) + Cd (ability to look after himself)

SCORING FORM  
PARENT AS EDUCATOR INTERVIEW  
Short Form, 7-78

Name \_\_\_\_\_

Page 5 - 6

	A Sections			Total
	1	11	21	
A 1 Encouraging own ideas	2	12	22	
A 2 Work ethic	3	13	23	31
A 3 Encouraging imagination and playfulness	4	14	24	
A 4 Children misbehave if allowed to	5	15	25	
A 5 The world is threatening	6	16	26	32
A 6 Encouraging verbalization of ideas	7	17	27	33
A 7 Parental authority is absolute	8	18	28	
A 8 Narrow future-oriented time perspective	9	19	29	
A 9 Children born bad	10	20	30	
A10 Disinterest in playing with children				

Page 8 - 9

	B Sections			Total
	1	9	17	
B 1 Parent powerlessness	2	10	18	
B 2 Information regarding home necessary	3	11	19	
B 3 Aim of education - to instill information	4	12	20	
B 4 Children learn passively	5	13	21	
B 5 Children should be treated uniformly	6	14	22	
B 6 Information regarding home unnecessary	7	15	23	
B 7 Aim of education - learning how to learn	8	16	24	
B 8 Children learn actively				

012259-1

Parent Interview and Sociodemographic Predictors  
of Adaptation and Achievement

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## **Parent Interview and Sociodemographic Predictors of Adaptation and Achievement**

Both socioeconomic status variables and parent characteristics have been found to correlate significantly with child mental test scores and academic achievement (Hess, 1970). The initial goal of this study was to correlate parent educational attitudes, beliefs, behaviors and values and family sociodemographic variables with child adaptation and ability in kindergarten and to determine whether sociodemographic variables and parent characteristics are redundant or complementary predictors of child adaptation. The analysis of predictors of academic achievement was continued through multiple regression analyses of sociodemographic variables, maternal interview variables, mental test scores and teacher ratings during kindergarten as predictors of the child's reading scores at the end of first grade.

### Design, Sample and Method

Eight children were chosen randomly, stratified by race and sex, from each of 28 kindergarten classrooms in eight urban and rural schools. Mothers of the children were interviewed in the fall of kindergarten with a Parent as Educator Interview (Schaefer and Edgerton, Note 1) that yielded data on conforming and self-directing values with a method adapted from Kohn (1969), on authoritarian and progressive educational attitudes and beliefs that was developed from earlier research by Brown (1968), and on parental educational behaviors of playing games, sharing activities, talking with the child, and of providing educational experiences in the home and community. During kindergarten the children were rated with a Classroom Behavior Inventory (Schaefer, Aaronson, and Edgerton, Note 2) that includes scales for verbal intelligence, curiosity/creativity, independence, task-orientation, extroversion and considerateness. The Test of Basic Experiences (Noss, 1970) (TOBE) General Concepts scale was administered in the fall and TOBE

Language and Mathematics scales in the spring. At the end of first grade scores on the Prescriptive Reading Inventory were collected from school records. Children from one school that had shown extremely high gains from kindergarten to first grade after participation in a special reading program and children with incomplete data including those who had moved or were retained in kindergarten, were dropped from these analyses. Data analyses were performed on the remaining sample of 62 white and 68 black subjects.

Mother's education, family income, and race were correlated with parent interview variables to determine relationships between sociodemographic variables and maternal characteristics. Mental test scores and teacher ratings were intercorrelated to determine relationships among child measures during kindergarten. Correlations were computed between the mother's socio-demographic and interview variables and child's test scores and teacher ratings. Multiple correlations were computed of the set of sociodemographic predictors, the set of interview predictors and the combined sets of predictors with the child variables collected from test scores and teacher ratings during kindergarten and reading scores in first grade. Finally, multiple correlations of the four sets of kindergarten variables, sociodemographic variables, parent interview data, child test scores, and teacher ratings with the child's reading score at the end of first grade were analyzed.

#### Results

Substantial correlations among the parent interview variables of parent behaviors, attitudes and values and substantial correlations of these maternal variables with mother's education, income and majority group status are reported in Table 1. The highest correlations are between the sociodemographic variables and the mother's report of talking with the child, of providing educational

experiences in the family and community, and of disagreement with authoritarian attitudes and beliefs about education and with conforming values for children. These findings replicate earlier research about correlations between socio-economic status and parental beliefs, behaviors, and values (Hess, 1970; Kohn, 1969). More detail on the content of the parent interview is reported in Table 2.

Correlations between tests of academic ability and teacher ratings of child academic competence, motivation, and adjustment are reported in Table 3. Teacher ratings of the child's verbal intelligence correlate as highly with the three subtests of the TOBE as the subtests correlate with one another. Also teacher ratings of verbal intelligence have a multiple correlation of .81 with the three TOBE subtests and each of the TOBE subtests have multiple correlations ranging from .72 to .78 with teacher ratings of classroom behavior. The TOBE subtests also have substantial correlations with teacher ratings of creativity/curiosity, independence, and task-orientation which might be interpreted as motivational variables, but lower correlations with social adjustment variables of extraversion and considerateness. Just as sociodemographic variables and parent interview variables are highly correlated indices of family environment, teacher ratings and test scores are highly correlated indices of the child's academic competence.

Simple and multiple correlations between parent variables and child variables are reported in Table 3. The highest correlations are between the parent variables of sharing activities, talking with the child, and providing educational experiences and the child variables of TOBE Language and General Concepts scores and teacher ratings of verbal intelligence. Authoritarian educational beliefs and conforming values for the child also show substantial negative correlations

with the child's verbal skills. The multiple correlations show that socio-demographic variables and parent interview variables both yield substantial prediction of the child's verbal skills but that the combined sets show somewhat higher prediction. The final column of Table 3 shows that the parent interview variables are somewhat better predictors of the child's first grade reading scores than the sociodemographic variables and that the multiple correlation for the combined predictors is equal to that for the parent interview variables alone. These data would support an interpretation of the parent interview variables as indices of parent characteristics that are intervening or mediating variables between the sociodemographic data and child characteristics.

Although the major focus of this analysis is upon the relationships of family sociodemographic variables and maternal variables with the child's academic competence, the data allowed the further analysis of prediction of the child's reading competence in first grade from four sets of data collected during the kindergarten year -- sociodemographic data, maternal interview data, mental test data, and teacher ratings. The second column of Table 3 shows the multiple correlation of the first grade reading scores with each of the four sets of predictors when that set is entered first, and the last two columns show the incremental prediction when that set of variables is entered last. Each set of predictors yields significant predictions of reading scores, with the highest predictions from the teacher ratings on the Classroom Behavior Inventory ( $r = .72$ ), followed by the TOBE scales ( $r = .68$ ), then by the Parent as Educator Interview variables ( $r = .60$ ), and finally the sociodemographic variables ( $r = .49$ ). When added last, only the teacher ratings and interview variables contribute significantly to the total multiple correlation of .79 for the total sample. A

more robust estimate of the correlation between combined sets of predictors and the child's first grade reading score of .74 was computed by summing of equal weights of each of the 19 normalized predictor variables. Separate analyses of the white and black samples show similar correlations, but with better predictions for the white sample and with lower levels of significance for the smaller subsamples. These findings that the child's reading score at the end of first grade is highly predictable from child and parent characteristics during kindergarten are supported by findings of the predictability of the child's grade placement ten years later from child characteristics at school entrance (Agrawal, Kellam, Klein and Turner, 1978).

#### Discussion and Summary

Both sociodemographic and maternal interview variables are significantly correlated with the child's verbal skills in kindergarten and reading skills at the end of first grade. Parent interview variables add significantly to a multiple correlation of parent and child variables with reading scores even when entered after sociodemographic variables, child mental test scores, and teacher ratings. Maternal interview variables might be interpreted as indices of intervening or mediating variables between sociodemographic variables and the child's verbal skills. Although the prediction of the child's reading skills from maternal variables is high, research on fathers suggests that the prediction might be increased by data from the child's father, parent surrogates, or other caretakers (Biller, 1974; Lamb, 1978).

Findings that maternal reports of sharing educational experiences in the home, of providing educational experiences in the community, and of maternal attitudes, beliefs, and values are related to the child's language skills might contribute to the development of objectives in early intervention. Both the

Parent as Educator Interview and the Classroom Behavior Inventory might contribute to the identification of families and children that could profit from early intervention and might contribute to evaluation of the effects of educational intervention upon parents and children.

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Reference Notes

nson, M., & Edgerton, M. Classroom behavior

ed, University of North Carolina at

rton, M. Parent as educator interview.

y of North Carolina at Chapel Hill, 1977.

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