


**A COMPARATIVE SURVEY OF NEEDED PARENTING SKILLS AS  
REFLECTED BY PARENTS AND TEACHERS OF 'AT RISK'  
ELEMENTARY STUDENTS IN THE  
DICKSON COUNTY SCHOOL SYSTEM**

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**RICHARD B. JARRETT**

To the Graduate Council:

I am submitting herewith a Field Study written by Richard B. Jarrett entitled "A Comparative Survey of Needed Parenting Skills as Reflected by Parents and Teachers of "At-Risk" Elementary Students in the Dickson County School System." I have examined the final copy of this Field Study for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Educational Specialists.

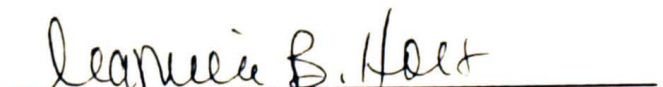
  
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**A Field Study  
Presented for the  
Educational Specialists  
Degree  
Austin Peay State University**

**Richard B. Jarrett**

**July 1995**



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## ABSTRACT

Education of "At-Risk" students is emerging as a major educational concern at all levels of education. The traditional classroom appears to be failing to meet the unique needs of this population. Many educators believe poor parenting skills combined with a loss of family values have contributed to this increasing problem. Traditional classroom teachers appear disturbed by the lack of parental concern and the serious discipline problems caused by this group of students.

The field study explored the attitudes of both the teachers and parents of a select group of "At-Risk" students in grades one through six. A Parenting Needs Assessment was developed and administered to both groups. Analysis of the data revealed no significant difference between the teachers and parents of "At-Risk" students except respect of property. Teachers of "At-Risk" students placed a much higher value on this concept than did "At-Risk" parents. The survey identified areas of common concern and a solid basis for continued development of parenting programs.

The study provided the documentation of the opinions and attitudes of parents and teachers of "At-Risk" students. Parenting programs will be developed to take advantage of the common concerns of parents and teachers. The availability of quality parenting classes should increase cooperation between teachers and parents of "At-Risk" students.

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# CHAPTER 1

## INTRODUCTION

Education of "At-Risk" students is emerging as a dominant educational concern at all levels of public education. "At-Risk" is defined as those students who because of academic and/or behavioral problems may not graduate from high school and/or fully function in our society (Casey, 1992). Communication and cooperation among the classroom teacher, parents/guardians, and school administrators appear to be the best approach to meet the needs of these students.

### Statement of the Problem

Research and classroom experience increasingly suggest parental involvement is an unmet need in salvaging "At-Risk" students. Parents and teachers have traditionally disagreed on the best methods to help the "At-Risk" students. Many traditional classroom teachers believe that the parents of "At-Risk" students are not concerned enough or do not have the necessary parenting skills to positively influence their children (Comer & Hayes, 1991). While the need for parenting skills programs is unquestioned, the difference in attitudes or value issues is considered a significant barrier to helping the "At-Risk" student. The successful education of "At-Risk" students requires a commitment from both parents and teachers. This field study explored the perspectives of both teachers and parents on select issues for inclusion in future parenting skills classes.

### Purpose of the Study

The purpose of this research was to determine those parenting skills perceived as the most important to the parents and teachers of "At-Risk" students. Parents and teachers of "At-Risk" elementary students in Dickson County responded to a survey tool

(Appendix D). The results of this effort will be used to develop county-wide parenting classes for "At-Risk" students. Each question of the survey tool will serve as the subject for a separate parenting class.

### Importance of the Study

Providing the best education for all students is the goal of all educators. This goal requires cooperation and communication between parents and teachers. The study will allow the parents and teachers of "At-Risk" students to suggest those parenting skills they feel are of greatest need. These responses will have both an immediate impact and an academic value. This study will have a direct impact on the quality of elementary education in Dickson County, Tennessee. The results of this study will be used to focus the priorities of the "At-Risk" Parenting Skills Program. Areas of great divergency may signal the need for additional programs and academic research to improve parent and teacher cooperation.

### Hypothesis

There is no significant difference in the ranking of parenting skills of "At-Risk" students as determined by the parents and teachers of "At-Risk" elementary students in the Dickson County System.

### Assumptions

1. Parents of "At-Risk" students want to be involved in the education process of their children.
2. Parents of "At-Risk" students want to improve their parenting skills.



3. Communication between parents and teachers of "At-Risk" students is critical to the success of the student.
4. School administrators can improve the communication between teachers and parents of "At-Risk" students.
5. Parents and teachers have a common interest in improving the academic and social abilities of "At-Risk" students.
6. Additional educational programs directed toward improving parenting skills of "At-Risk" students will have a positive impact on rescuing "At-Risk" students.

## CHAPTER 2

### REVIEW OF LITERATURE

#### "At-Risk" Students: The Scope of the Problem

In the National Commission on Excellence in Education's 1983 report entitled "A Nation at Risk," the authors identified serious problems with the American educational system (Hamby, 1989). The report was exceptionally critical of the educational community's efforts to identify and provide programs to rescue those students who exhibit poor academic and social growth (Conley, Dunlap, & Golman, 1991). National surveys indicate 25 to 35% of students meet these criteria or could be defined as "At-Risk" (Frymier & Gansneder, 1989). Historically, some of America's students have always had academic and social problems. These problems seem to be increasing, and the number of "At-Risk" students is rising at an alarming rate (McCormick, 1989).

In response to this trend, researchers have sought to identify factors contributing to "At Risk" behavior, better identifying the extent of this developing threat, and identifying solutions. Frase (1989) reported specific factors that place students "At-Risk." Jewett (1992) concurred and described these factors: students with poor grades, those who had repeated a grade, students over age for their classes, students with discipline and behavior problems and poor attendance records (Ibid.). Barrington and Hendricks (1989) contended all youth are potentially at risk of not achieving their potential. Linn (1990) recognized the "At-Risk" label may be often assigned to both gifted and remedial learners who do not fit the mainstream school population.

Responding to educational concerns, the recently developed National Education Goals include parent and family involvement as one of their commitments. Every school

will soon promote partnerships that increase family participation in the social, emotional, and academic growth of the children (Hart, 1988, p. 31). Parenting classes for "At-Risk" students are being developed to meet part of those goals (Scholastic, Strong Families, Strong Schools, 1995).

### Family Influence and At-Risk" Students

Ramsey and Wyatt's (1995) recent research into the families of "At-Risk" students provides a dramatic revelation on the impact of both parenting and the family atmosphere of "At-Risk" students. Their study reflects six stages in the development of the typical "At-Risk" student. The stages appear progressive, and each has clear warning signs. They include the following.

1. Negative family experiences.
2. Antisocial behavior. These behaviors include tantrums, disobedience, fighting, lying and noncompliance.
3. Early academic failure. The lack of prosocial skills and other opportunities contributes to children's failure as they start school.
4. Rejection by the "normal" peer group. Studied children have very few friends and tend to have low self-esteem and self-confidence.
5. Association with a deviant peer group in middle and high school.
6. Delinquency, substance abuse and violent acts.

### Teachers' Influence and At-Risk" Students

Teachers' attitudes play a large role in the academic success of "At-Risk" students. Levin (1990) asserted teachers' low expectations for students or belief in parents' lack of



interest or involvement contributed to the failure of "At-Risk" children. According to Slaughter and Kuehne (1988), school personnel see the parental role as traditional and perhaps passive. Rescue efforts for "At-Risk" students must dispel this perception and provide parenting skills to increase teamwork between parents and teachers. Olson (1990) believed teacher participation in parenting programs served to improve communication and development of common goals as well as foster increased family participation in the education.

### Improved Parenting Skills Affect on the Success of At-Risk Students

In his 1990 work, Elam described the parents of "At-Risk" students as suffering from feelings of inadequacy, failure, and poor self-worth. These parents often indicated a history of negative experiences with schools (Ibid.). Henderson (1990) indicated that low-income and minority parents as well as parents of "At-Risk" students generally perceive school as institutionalized authority. This misconception encourages a lack of parental involvement (Ibid.). Additionally, economic, emotional, and physical constraints, including lack of child care, transportation, and time, limit some parents' cooperation at school (Ibid.). Schools must make real efforts to reach these parents. Many existing family problems can be overcome with targeted parenting classes and special programs to reach out to the families of "At-Risk" Students (Scholastic, Strong Families, Strong Schools, 1995). Parents of "At-Risk" students can learn new parenting techniques. Successful parenting programs can enable parents to identify positive, realistic solutions that overcome developmental obstacles. Parenting classes can also provide participants with a feeling of empowerment and a determination to help their children.

The most successful of these parenting programs allow parents to be a part of the planning effort for their parenting classes.

### The Value of Parent and Teacher Cooperation in Reaching "At Risk" Students

Ziegler (1987) suggested it may be particularly important for teachers to develop communication channels with parents of "At-Risk" children. Improved communication allows both parties to understand the others' perspectives and expectations and greatly benefit from the others' experiences. Traditional methods of parental involvement do not seem to work with "At-Risk" parents. In general, relationships between lower socioeconomic and minority parents and schools have been poor (Smith & Luckasson, 1995). Barriers and misperceptions exist for both parents and teachers (Epstein, 1987). Improved cooperation benefits teachers, parents, and the "At-Risk" students.

With a new understanding, parents and teachers can create more "domestic" school environments while still enforcing the educational components. Hart (1988) showed the solicitation of parental support and opinions is the key to keeping "At-Risk" students in school. Similarly, Epstein and Dauber (1991) identified family-like schools' ability to improve student motivation by making students feel a part of a "school-family" and provide individual attention.

In 1978, Lightfoot identified specific components of creating viable partnerships between teachers and parents. These include engaging in joint learning activities, supporting each other in their respective roles, carrying out classroom and school improvement activities, conducting collaborative curriculum projects in the classroom,



participating together in various decision-making activities, and being advocates for children (Swick, 1991).

Cooperation between parents and teachers has resulted in students with fewer physical, emotional, social and academic problems (Henderson, 1990). As a result, this situation becomes mutually beneficial with happier and more productive children at home and in the classroom (Swick, 1992).

### Conclusion

The increasing numbers of "At-Risk" children in America is a disturbing trend. Both teachers and parents have unique perspectives and a vital role in improving the development of children. The development of partnerships for parents and educators of "At-Risk" students is an initial start in bridging the gap between the parents and teachers of "At-Risk" students. Improved parenting skills and better cooperation between classroom teachers and parents have proven successful method to rescue "At-Risk" students.



## CHAPTER 3

### METHOD OF RESEARCH

#### Methods and Materials Used

A review of related literature revealed that parents of "At-Risk" students often do not possess the parenting skills necessary to cope with their children at home or resolve academic and behavior problems at school. Classroom teachers are often disappointed with the cooperation they receive from the parents of "At-Risk" students. The investigator, an educator in the Dickson County School System, explored better methods to provide educational services. Permission to conduct the survey was provided by David Peeler, Superintendent of Dickson County Schools, on September 22, 1994. Informed consent statements, letters to both types of participants, and the parent needs survey (Appendices A, B, C, and D, respectively) were distributed to parents and the normal classroom teachers of kindergarten through sixth grade students attending the Dickson County Elementary Learning Center (ELC). The ELC is a type three alternative school and has been in operation for three years. Clerical support and postage were provided by the school district to ease the collection of data. Collection of data and procedures follow policy outlined in the Checklist for Research Involving Human Subjects in Appendix E.

#### Description of Subjects

Respondents were parents and teachers of "At-Risk" students assigned to the Dickson County Elementary Learning Center (ELC). Surveys were provided to all parents and teachers of students attending the ELC during the first semester of the 1994-95 school year. The response rate was approximately 70 percent. A total of 25 teachers and 26 parents responded. All responses were confidential with respect to name

or possibility of recognition through demographic data.

### Description of Survey Instrument

The Parental Needs Survey was designed to elicit responses concerning these parenting skills that have proven helpful to parents of "At-Risk" students. Jewett's (1992) work in solving classroom problems assisted in identifying potential items for the survey. The survey also included items relating to recurring behavior and family conflict situations observed over the life of the ELC. The face validity of the survey interview was approved by Dr. Allan S. Williams, Austin Peay State University.

The survey consisted of 16 items and required participants to indicate their interest and relative value for each item. The survey contained a selection of values, ranging from one (Strongly Disagree) to five (Strongly Agree), to indicate the need for parenting classes in that specific interest area. Through this sampling, the writer hoped to find evidence for the stated hypothesis and identify similar perspectives between teachers and parents of "At-Risk" students.



## CHAPTER 4

### RESULTS

The findings reflect the opinions and attitudes of 37 parents and teachers of "At-Risk" students. Surveys were completed by 26 parents and 25 teachers. The total response rate was 70 percent.

Numerical values were given to each response using the following scale: Strongly Agree = 5; Agree = 4, Undecided = 3; Disagree = 2; and Strongly Disagree = 1.

Statistical analysis of t-Distribution was used because of the small sample (Christensen & Stoup, 1986). Huck, Cormier, and Bounds (1974) indicated that this method provides a clear analysis of significant difference between two population when used with a high degree of confidence.

The data was analyzed in the following sequence. All surveys were tallied by response to each item using the Likert Method of Summated Ratings (Best & Kahn, 1989). Percentages of responses for each item were computed for both teachers (Table 1 and Table 2). The percentage of responses displayed a high level of similar values between the two sets of participants. To establish any significant differences between the attitudes of parents and teachers, a t-test was conducted using the scaled values of each respondent using Microsoft Access (Lapin, 1975). Table 3 reveals only one item was significant at the 95 percent confidence interval. In addition to t-test scores, Table 3 also provides results of the average scaled value for both teachers (T Ave) and parents (P Ave). Question two: "How to improve your child's respect for property" proved to be the only item with a significant difference. Table 4 provides both the t-test results and average or mean values for each item. Arranged from high to low, Table 5 provides



priority lists of parenting classes based on the statistical analysis. Item one represents the highest level of agreement between both parties, and item sixteen reflects the lowest level of agreement.

### Analysis of Data

Tables 1-5 present an analysis of the data on the rating of parenting skills by teachers and parents of "At-Risk" students in Dickson County, Tennessee. With a 70% response rate, results revealed that 15 out of 16 items have no significant difference between the two groups at the .05 levels. A statistically significant difference exists between both parties regarding the importance of children's respect for property. The hypothesis was verified in 15 of the 16 items. Teachers of "At-Risk" students have similar beliefs on those parenting skills most needed. The positive responses to the survey by both teachers and parents suggested the assumptions that framed the study were valid. The study provided a scientific field study to document and guide the development of parenting classes for "At-Risk" students.

### Limitations of the Study

The study reflected a limited population of teachers and parents of "At-Risk" students. The validity of the study would be enhanced by larger sampling population as well as a wider geographic area. A comment or open remarks section would also be valuable. Additional research in this area would be of value in developing programs to rescue "At-Risk" students.

Table 1.

## Percentage Responses on Parental Skills Survey for Teachers

ITEM	A	B	C	D	E
1. How to improve your child's respect for peers and adults.	76	16	4	0	4
2. How to improve your child's respect for property.	40	52	4	0	4
3. How to improve your child's respect for authority, rules, and the law.	84	12	0	0	4
4. How to reinforce school rules at home.	48	36	12	0	4
5. How to develop and enforce family rules.	60	32	4	0	4
6. How to teach your child self-discipline and self-control.	76	20	4	0	0
7. How to be a good role model.	56	36	8	0	0
8. How to teach your child acceptable ways to resolve conflicts.	84	12	4	0	0
9. How to set behavioral guidelines for your child.	60	32	8	0	0
10. How to support your child when doing homework.	60	32	8	0	0
11. How to instill a desire to succeed in your child.	80	20	0	0	0
12. How to instill in your child his/her responsibility to learn.	80	20	0	0	0
13. How to build a cooperative and productive relationship with your child's teacher(s) and school administrator(s).	52	32	16	0	0
14. How to take charge and prevent your child from disrupting your home.	56	32	8	4	0
15. How to gain the most from parent-teacher(s) conferences.	28	40	24	8	0
16. How to develop good character traits in your child.	52	44	4	0	0



Table 2.

## Percentage Responses on Parental Skills Survey for Parents

ITEM	A	B	C	D	E
1. How to improve your child's respect for peers and adults.	81	15	4	0	0
2. How to improve your child's respect for property.	65	35	0	0	0
3. How to improve your child's respect for authority, rules, and the law.	81	15	4	0	0
4. How to reinforce school rules at home.	42	50	4	4	0
5. How to develop and enforce family rules.	50	38	8	0	4
6. How to teach your child self-discipline and self-control.	77	19	4	0	0
7. How to be a good role model.	38	50	12	0	0
8. How to teach your child acceptable ways to resolve conflicts.	62	38	0	0	0
9. How to set behavioral guidelines for your child.	50	38	12	0	0
10. How to support your child when doing homework.	58	38	4	0	0
11. How to instill a desire to succeed in your child.	73	19	8	0	0
12. How to instill in your child his/her responsibility to learn.	77	19	4	0	0
13. How to build a cooperative and productive relationship with your child's teacher(s) and school administrator(s).	50	46	4	0	0
14. How to take charge and prevent your child from disrupting your home.	42	32	22	0	4
15. How to gain the most from parent-teacher(s) conferences.	46	42	4	4	4
16. How to develop good character traits in your child.	54	38	8	0	0



**Table 3 Graphical Representation of Survey Results**

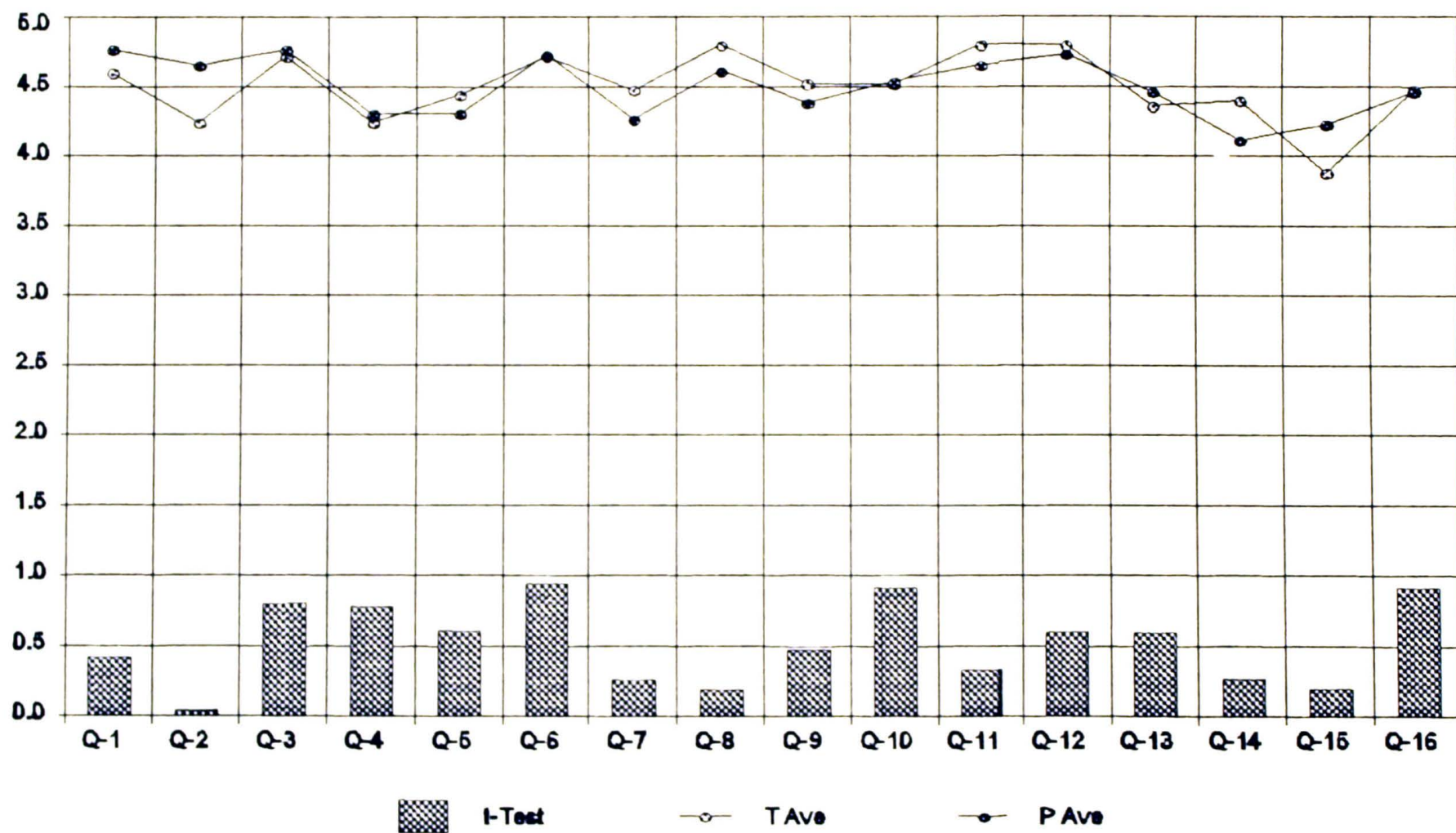


Table 4.

## Results of Survey

Question	t-test Results	Average Response for Teachers	Average Response for Parents
Q-1	0.4163	4.60	4.77
Q-2	0.0417	4.24	4.65
Q-3	0.8014	4.72	4.77
Q-4	0.7795	4.24	4.31
Q-5	0.6109	4.44	4.31
Q-6	0.9433	4.72	4.73
Q-7	0.2599	4.48	4.27
Q-8	0.1919	4.80	4.62
Q-9	0.478	4.52	4.38
Q-10	0.9155	4.52	4.54
Q-11	0.3318	4.80	4.65
Q-12	0.6061	4.80	4.73
Q-13	0.5928	4.36	4.46
Q-14	0.2701	4.40	4.12
Q-15	0.1987	3.88	4.23
Q-16	0.9155	4.48	4.46

Table 5.

Priority for Developing Parenting Materials for Parents of "At-Risk" Students, High to Low Based on t-test Values.

1. How to teach your child self-discipline and self-control.
2. How to support your child when doing homework.
3. How to develop good character traits in your child.
4. How to improve your child's respect for authority, rules, and the law.
5. How to reinforce school rules at home.
6. How to instill in your child his/her responsibility to learn.
7. How to develop and enforce family rules.
8. How to build a cooperative and productive relationship with your child's teacher and school administrators.
9. How to set behavior guidelines for your child.
10. How to improve your child's respect for peers and adults.
11. How to instill a desire to succeed in your child.
12. How to take charge and prevent your child from disrupting your home.
13. How to be a good role model.
14. How to gain the most from parent-teacher(s) conferences.
15. How to teach your child acceptable ways to resolve conflicts.
16. How to improve your child's respect for property.



## CHAPTER 5

### DISCUSSION

Research supports that "At-Risk" students benefit greatly when partnerships are formed between schools and families. The study provided encouragement and direction for establishment of parenting classes for "At-Risk" students assigned to the Dickson County Elementary Learning Center. Parenting classes for these students will begin during the 1995-96 school year.

The success of this effort will be measured by the climate of cooperation developed between the schools and the families of "At-Risk" students. This new spirit can provide the necessary empowerment for "At-Risk" students to become productive citizens in a democratic society.

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## APPENDICES

## Appendix A

## INFORMED CONSENT STATEMENT

I agree to participate in the present study being conducted under the supervision of a faculty member of the Department of Education at Austin Peay University. I have been informed, either orally or in writing or both, about the procedures to be followed. The investigator has offered to answer any further inquiries as I may have regarding the procedures. I understand that I am free to end my participation at anytime without penalty or prejudice and to have all data obtained from me withdrawn from the study and destroyed. I have been told of any benefits that may result from my participation.

---

Name (Please print)

---

Signature

---

Date

Do you wish to have a copy of the results of this study? Yes \_\_\_\_\_ No \_\_\_\_\_

## Appendix B

Dickson County Elementary Learning Center  
P.O. Box 628  
Charlotte, Tennessee 37036-0628

Dear Teacher:

As Director of the Elementary Learning Center, I have had many requests from parents for additional ideas and methods to help their children. We have provided some materials, however, we have not developed a systematic method to meet special parenting needs.

I am currently completing my Specialist in Education degree at Austin Peay University and believe I have found a method to correct this need. As part of my research project, I would like to give each of you an opportunity to suggest what parenting skills you would find helpful for the "At-risk" students you have taught. Your participation will have a positive influence on our program and the families of "At-risk" students.

Please understand that no individual, student, teacher or school will be named in this study. We will analyze the information you provide and develop materials to meet the areas which have the greatest interest. If you desire, I will provide you with a summary of the results of the study. You may also request copies of the materials we develop.

It is our desire to complete this survey by the end of February 1995. To simplify this effort I have provided a self-addressed, stamped envelope for the return of the completed survey. Please review the Informed Consent Statement attached to the survey. Austin Peay State University requires all participants to complete the Informed Consent Statement. All information gathered will be compiled and presented in statistical form with absolutely no reference to individuals.

This is an important effort that will help the students of Dickson County and could have a significant positive influence on your classroom. I sincerely hope you will participate.

If you have any questions you may contact me at 789-7031 (work) or 441-3158 (home). Thanks in advance for your help.

Sincerely Yours,

Richard B. Jarrett  
Director, Dickson County Elementary Learning Center

Enclosures: Parenting Needs Survey  
Return Envelope  
Informed Consent Statement



## Appendix C

Dickson County Elementary Learning Center  
P.O. Box 628  
Charlotte, Tennessee 37036-0628

Dear Parents:

As Director of the Elementary Learning Center, I have had many requests from parents for additional ideas and methods to help their children. We have provided some materials, however, we have not developed a systematic method to meet your special parenting needs.

I am currently completing my Specialist in Education degree at Austin Peay University and believe I have found a method to correct this need. As part of my research project, I would like to give each of you an opportunity to suggest what parenting skills you would find helpful. Your participation will have a positive influence on our program and your family.

Please understand that no individual, student, teacher or school will be named in this study. We will analyze the information you provided and develop materials to meet the areas which have the greatest interest. If you desire, I will provide you with a summary of the results of the study. You may also request copies of the materials we develop.

It is our desire to complete this survey by the end of January 1995. To simplify this effort I have provided a self-addressed, stamped envelope for the return of the completed survey. Please review the Informed Consent Statement attached to the survey. Austin Peay State University requires all participants to complete the Informed Consent Statement. All information gathered will be compiled and presented in statistical form with absolutely no reference to individuals.

This is an important effort that will help the students of Dickson County and could have a significant positive influence on your family. I sincerely hope you will participate.

If you have any questions you may contact me at 789-7031 (work) or 441-3158 (home). Thanks in advance for your help.

Sincerely Yours,

Richard B. Jarrett  
Director, Dickson County Elementary Learning Center

Enclosures: Parenting Needs Survey  
Return Envelope  
Informed Consent Statement

## Appendix D

## PARENTING NEEDS SURVEY

The K-6 Elementary Learning Center continues to explore methods to help our student and their families. Several parents of our students have voiced interest in classes and additional printed materials to strengthen families and improve the discipline of their children. We are currently conducting a needs assessment to decide the topics that have the greatest interest. Please mark your responses with an A, B, C, D, or E before each statement.

- A. Strongly Agree with need for materials and classes.
- B. Agree with need for materials and classes.
- C. Undecided with need for materials and classes.
- D. Disagree with need for materials and classes.
- E. Strongly Disagree with need for materials and classes.

- \_\_\_\_\_ 1. How to improve your child's respect for peers and adults.
- \_\_\_\_\_ 2. How to improve your child's respect for property.
- \_\_\_\_\_ 3. How to improve your child's respect for authority, rules, and the law.
- \_\_\_\_\_ 4. How to reinforce school rules at home.
- \_\_\_\_\_ 5. How to develop and enforce family rules.
- \_\_\_\_\_ 6. How to teach your child self-discipline and self-control.
- \_\_\_\_\_ 7. How to be a good role model.
- \_\_\_\_\_ 8. How to teach your child acceptable ways to resolve conflicts.
- \_\_\_\_\_ 9. How to set behavioral guidelines for your child.
- \_\_\_\_\_ 10. How to support your child when doing homework.
- \_\_\_\_\_ 11. How to instill a desire to succeed in your child.
- \_\_\_\_\_ 12. How to instill in your child his/her responsibility to learn.
- \_\_\_\_\_ 13. How to build cooperative and productive relationship with your child's teacher(s) and school administrators.
- \_\_\_\_\_ 14. How to take charge and prevent your child from disrupting your home.
- \_\_\_\_\_ 15. How to gain the most from parent-teacher (s) conferences.
- \_\_\_\_\_ 16. How to develop good character traits in your child.



## Appendix E

## AUSTIN PEAY STATE UNIVERSITY

## CHECKLIST FOR RESEARCH INVOLVING HUMAN SUBJECTS

TITLE A comparative survey of needed parenting skills as reflected by parents and teachers of "At-Risk" elementary students in the Dickson County School System.

FUNDING SOURCE N/A

PRINCIPAL INVESTIGATOR Richard B. Jarrett DEPARTMENT Graduate Studies

SPONSOR (if student research) Dr. Allan S. Williams, Education Department, APSU

1. Give a brief description or outline of your research procedures as they related to the use of human subjects. This should include a description of the subjects themselves, instructions given to them, activities in which they engage, special incentives, and tests and questionnaires. If new or non-standard tests for questionnaires are used, copies should be attached to this form. NOTE: If the subjects are minors or "vulnerable" (children, prisoners, mentally or physically infirm, etc.).

The purpose of this research is to detect those parenting skills most important to the parents and teachers of "At-Risk" students. Parents and teachers of "At-Risk" elementary students in Dickson County will respond to a survey tool. (Appendix A and Appendix B, respectively.) The results of this research will be used to establish a priority list of parenting classes. Each element of the survey will provide the basis for a separate parenting class. Information from the survey will also help improve the communication between teachers and parents of "At-Risk" students. Directions for completion of the survey are provided in the basic letter.

2. Does this research entail possible risk to psychic, legal, physical, or social harm to the subjects? Please explain. What steps have been taken to minimize these risks? What provisions have been made to insure that appropriate facilities and professional attention necessary for the health and safety of the subjects are available and will be utilized?

No



## CHECKLIST FOR RESEARCH INVOLVING HUMAN SUBJECTS

3. The potential benefits of this activity to the subjects and to mankind in general outweigh any possible risks. This opinion is justified by the following reasons: The results of this research may prevent parents from making mistakes which contribute to schooling problems for their children. I can not foresee any possible risks.

4. Will legally effective, informed consent be obtained from all subjects or their legally authorized representative?

Yes

5. Will the confidentiality/anonymity of all subjects be maintained? How is this accomplished? (If not, has a formal release been obtained? Attach.) (a) If data will be stored by electronic media, what steps will be taken to assure confidentiality/anonymity? (b) If data will be stored by non-electronic media, what steps will be taken to assure confidentiality/anonymity?

Confidentiality/anonymity will be maintained. All surveys will be accompanied by a formal release. Surveys returned without formal release forms will not be used. (Appendix A provided a copy of the informed consent statement).

6. Do the data to be collected related to illegal activities? If yes, explain.

No

7. Are all subjects protected from the future potentially harmful use of the data collected in this investigation? How is this accomplished?

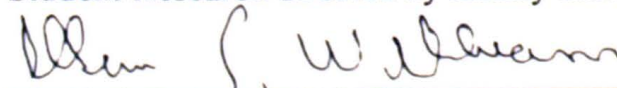
Yes. See Appendix A.

I have read the Austin Peay State University Policies and Procedures on Human Research and agree to abide by them. I also agree to report to the Human Research Review Committee any significant and relevant changes in procedures and instruments as they relate to subjects.

  
Student Signature

20  
Date

Student Research directed by faculty should be co-signed by faculty supervisor.

  
Faculty Signature

## VITA

Richard B. Jarrett was born in Macon, Georgia on March 22, 1946. He attended numerous elementary schools and was graduated from the Houston County High School in Erin, Tennessee in June 1964. The following September, he entered the University of Tennessee at Martin. In May 1968, he received a Bachelor of Science in Natural Science Education. He returned to his Alma Mater in 1968, and, in June of 1969, received a Masters of Science in Secondary Education. He was commissioned in the U.S. Army in 1969 and served 20 years as a Medical Service Corp Officer. Mr. Jarrett served with distinction as a military educator, commander, hospital administrator, and advisor to the U.S. Army Surgeon General. In 1991, he returned to the University of Tennessee at Martin and earned a Master of Science Degree in School Administration and Supervision.

He is presently employed by the Dickson County School System as the Director of Alternative Learning.