

Supporting Children's Development in and out of the Classroom

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Contexts of Development

Culture

Community

Family

Peers

Activities

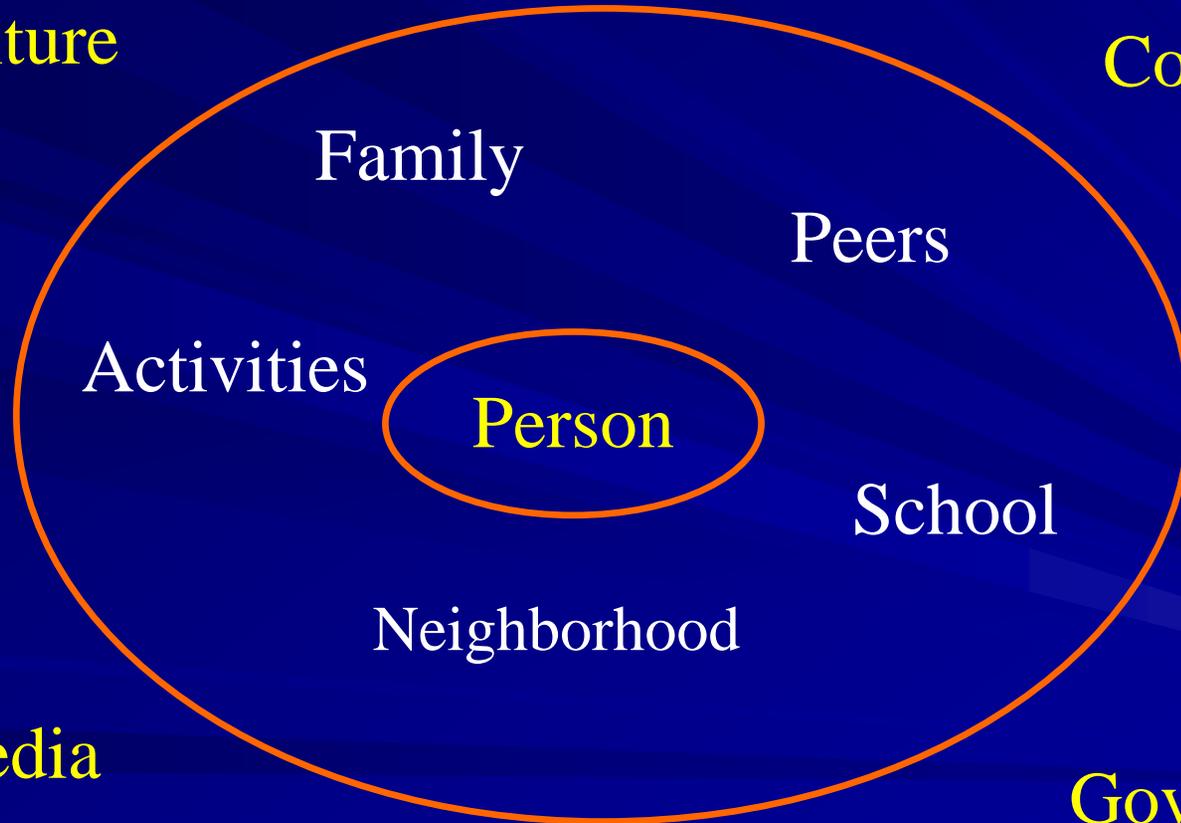
Person

School

Neighborhood

Media

Governmental
Services



Familial Influences

- Genetics
- Attachment
- Parenting styles
- Discipline
- Family involvement in children's education
- Parent–child interactions

However....

- Researchers often have not examined
 - Parental management behaviors
 - Within and outside of the home
 - Multiple parenting behaviors
 - Qualities of the home
 - Parent–child warmth
 - Rules
 - Connections between the home and other contexts
 - How parenting behaviors differ across adolescence

Study Questions

- What are the relations between various parenting behaviors?
- How do multiple parenting behaviors predict adolescents' achievement and adjustment?
 - Linear vs. curvilinear relations
- Are parental influences stronger in early adolescence versus mid and late adolescence?

Panel Study of Income Dynamics— Child Development Supplement

- Wave II: 2002
- 1,350 adolescents and their primary caregivers
 - 588 middle school students
 - 762 high school students
 - 49% female, 51% male
 - 42% African American, 45% European American, 7% Latino, 2% Asian
- 2001 Average total family income per year:
 - M = \$69,645 (range = \$0–\$1,365,600)
- Parent education:
 - M = 13.34 years (range = 2–17 years)

Parenting Measures

- HOME: Emotional support
 - 13 items
 - Caldwell & Bradley, 1984
- HOME: Cognitive stimulation
 - 13 items
 - Caldwell & Bradley, 1984
- Number of rules
 - 7 items
- Connections to other contexts
 - Involvement with the school
 - 8 items
 - Involvement in the community
 - 18 items

Child Measures

■ *Achievement*

Woodcock-Johnson Revised

Woodcock & Johnson, 1989

– *Reading*

- Letter-word

- Reading comprehension

– *Math*

- Applied problems

Child Measures

■ *School-Related Indicators*

– *School Belonging*

- E.g., in the last month, how often did you feel like you were part of your school?
(1 = never, 6 = every day)
- 4 items, alpha = .70

– *Social Initiative*

- E.g., I asked a question in class when I didn't understand the material.
(1 = never, 5 = almost every day)
- 5 items, alpha = .81

Barber, 1996

Child Measures

■ Behavior Problems

Behavior Problems Index (BPI), Peterson & Zill, 1986

– *Externalizing behavior*

- E.g., child has a very strong temper and loses it easily.
(1 = not true, 3 = often true)
- 17 items, alpha = .88

– *Internalizing behavior*

- E.g., child is unhappy, sad, or depressed.
- 13 items, alpha = .82

■ Time Use

- Participation in school activities, community activities, sports, and volunteering/service
(0 = never, 5 = almost every day)

What are the relations between
the parenting behaviors?

	1.	2.	3.	4.
1. Rules				
2. Community	.14***			
3. School	.07***	.20***		
4. Emotional Sup.	.03	.02	.01	
5. Cognitive Stim.	.14***	.34***	.25***	.05*

* $p < .05$. ** $p < .01$. *** $p < .001$.

Do parents' behaviors predict adolescents' achievement and adjustment?

Achievement

Predictor	Reading			Math		
	Beta	(s.e.)	r	Beta	(s.e.)	r
1997 Outcome	.75	(.05)***		.51	(.04)***	
Sex	-.69	(1.25)		-2.42	(1.10)*	
Age	-.82	(.36)*		-.95	(.26)***	
Income	.00	(.00)*		.00	(.00)	
Parent Ed.	.45	(.30)		.81	(.22)**	
Rules	-.89	(.26)***	.10	-.74	(.26)**	.09
Community	.58	(.95)	.02	-.31	(.81)	.03
School	-.03	(.11)	.01	-.12	(.09)	.01
Emotional Sup.	.03	(.46)	.00	-.03	(.52)	.00
Cognitive Stim.	17.50	(3.93)***	.12	14.52	(3.27)***	.12
R ²	.55			.43		

School Related Indicators

Predictor	School Belonging			Social Initiative		
	Beta	(s.e.)	r	Beta	(s.e.)	r
Reading 1997	.01	(.00)		.01	(.00)*	
Math 1997	.01	(.00)		.00	(.00)	
Sex	.00	(.10)		-.13	(.12)	
Age	.01	(.03)		.19	(.03)***	
Income	.00	(.00)		.00	(.00)	
Parent Ed.	-.01	(.03)		.02	(.03)	
Rules	.06	(.02)*	.07	.04	(.03)	.04
Community	.18	(.08)*	.07	.09	(.09)	.03
School	.00	(.01)	.01	.02	(.01)**	.07
Emotional Sup.	.12	(.04)**	.09	.10	(.39)	.01
Cognitive Stim.	.92	(.42)*	.06	1.23	(.38)***	.09
R ²	.10			.15		

Behavior Problems

Predictor	Externalizing			Internalizing		
	Beta	(s.e.)	r	Beta	(s.e.)	r
1997 Outcome	.52	(.03)***		.52	(.04)***	
Sex	.05	(.02)*		.04	(.02)*	
Age	-.00	(.00)		-.01	(.00)	
Income	.00	(.00)		.00	(.00)	
Parent Ed.	.00	(.00)		-.01	(.00)	
Rules	.02	(.00)***	.11	.01	(.00)**	.08
Community	-.01	(.02)	.02	.00	(.02)	.00
School	.00	(.00)	.00	.00	(.00)	.01
Emotional Sup.	-.01	(.00)***	.13	-.01	(.00)**	.08
Cognitive Stim.	-.14	(.08)	.05	-.11	(.07)	.04
R ²	.30			.24		

Time Use

Activity Participation

Predictor	Beta	(s.e.)	r
Sex	.07	(.02)***	
Age	.01	(.00)*	
Income	.00	(.00)	
Parent Ed.	.00	(.00)	
Rules	.00	(.00)	.03
Community	.01	(.02)	.04
School	.01	(.00)*	.14
Emotional Sup.	.02	(.00)***	.59
Cognitive Stim.	.29	(.05)***	.30
R ²	.10		

Does age moderate relations
between parenting behaviors and
child outcomes?

- Age was associated with a decrease in the relations between Cognitive Stimulation and...
 - Math achievement
 - Externalizing behavior problems
 - Internalizing behavior problems

Conclusion

- Parenting behaviors were largely independent
- Parenting behaviors predicted unique variance in children's outcomes
 - Cognitive Stimulation & Emotional Support were positive predictors
 - Rules was a negative predictor
 - School and Community Involvement were often not significant predictors
- Age was not a consistent moderator