

## INVOLVE-Parent\*

### *Classification of INVOLVE-P Items*

The latest revision of the INVOLVE-P instrument includes 63 items designed to evaluate the amount and quality of parents' involvement with their children's education at home and at school. In the latest revision of the instrument some old items were deleted or revised and some new items were added. A factor analysis of the revised INVOLVE-P items was carried out using a sample of 613 mothers of children in Head Start, Kindergarten, and first grade. This analysis generally supported the original classification of INVOLVE-P items with the addition of a factor composed of recently added items related to the importance of pre-academic skills. The six revised summary scales and their component items are shown in Table 1. Also shown is the internal reliability of each scale based on a sample of 613 mothers of children in Head Start, Kindergarten, and first grade.

### *Computing INVOLVE-P Summary Scale Scores*

Before computing summary scale scores, scale values for several items were reversed or re-scaled. Item 06 was converted to a 7-point scale: (1,2=1)(3=2)(4=3)(5=4)(6=5)(7=6)(8=7). Scales were reversed for item 17A: (1=5)(2=4)(3=3)(4=2)(5=1). Scales were also reversed for items 41D to 41H, 41L, 45A to 45H: (1=7)(2=6)(3=5)(4=4)(5=3) (6=2)(7=1). Items with reversed scales are indicated with (R) in Table 1.

Items in each of the six summary scales are shown in Table 1. Summary scale scores were computed as the average of the component items. The range of values for the summary scale scores is 1 to 7 except for Bonding with School/Teacher where the range is 1 to 5.

**Table 1. INVOLVE-P Summary Scales, Component Items and Internal Reliability**

INVOLVE-P Summary Scales and Component Items		Standardized Alpha Coefficient
<b>Commitment to Academic and Social Activities</b>		.90
11	important child does well in school	
12	important child looks at/reads books	
13	important child play with you	
14A	important show interest in child school activities	
14B	important keep track of child behavior at school	
14C	important keep track of how child doing at school	
14D	important read with child	
14E	important regular time/place to play with child	
14F	important talk with teachers re child progress	
16A	important talk with child things other than school	
16B	important be present at non-school events	
16C	important do non-school activities for fun	
44	talk with child about problem with child's friends	

<b>INVOLVE-P Summary Scales and Component Items</b>		<b>Standardized Alpha Coefficient</b>
<b>Family Emotional Regulation</b>		.86
41A	enjoy being with child	
41B	we get along very well	
41C	I enjoyed talks	
41D	I got irritated with child (R)	
41E	time with child stressful (R)	
41F	child ignored me when I talked (R)	
41G	child did not want to do things with me (R)	
41H	did not relate to child on child level (R)	
41I	did fun and interesting things	
41J	family members help and support one another	
41K	feeling of togetherness in home	
41L	family members criticize each other (R)	
45A	last week got angry (R)	
45B	last week barely spoke (R)	
45C	last week argued at dinner (R)	
45D	last week big argument about little thing (R)	
45E	last week one of us hit the other (R)	
45F	last week child got way by being angry (R)	
45G	last week someone in family lost temper (R)	
45H	last week conflict over dressing, etc (R)	
<b>Quality of Parent-Child Relationship</b>		.82
06	hours last 2 days interacting with child (7-point scale)	
39A	eat meal with child	
39B	hug, kiss child	
39C	non school activities with child	
39D	talk with child about activities	
39E	have enjoyable talk with child	
39F	shared reading with child	
<b>Frequency of Family Activities</b>		.79
40A	eat together as whole family	
40B	work on chores together	
40C	watch a movie or entire show	
40D	read or discuss story	
40E	go places for fun	
40F	do projects or activities at home	

<b>INVOLVE-P Summary Scales and Component Items</b>		<b>Standardized Alpha Coefficient</b>
<b>Importance of Pre-Academic Skills</b>		.92
15A	knowledge of alphabet	
15B	knowledge of sounds letters make	
15C	ability to count	
15D	ability to add single-digit numbers	
<b>Bonding with School/Teacher</b>		.78
17A	child's school doing a good job (R)	
17B	teachers do not tell me how child doing	
17C	personnel make me feel unwelcome	
17D	how child does in school not my responsibility	
17E	I should not need help teach child to read/write	
19	welcome to visit child school	
28	feel supported by child teacher	

**Note:** The following items are not in any summary scale score:

- 07. average hours per day child plays alone
- 08. average hours per day child watches TV
- 09. specific place set up where child can play
- 10. regular time child to play not watch TV/computer
- 42. how often family talk about problems
- 43. how likely let child work out problems with friends

\* The sample for this analysis is children who are identified by teachers or parents as having behavioral concerns.

***Descriptive Statistics for INVOLVE-P Summary Scale Scores***

The descriptive statistics for the revised INVOLVE-P summary scales presented in Table 2 are based on a sample of 613 mothers of children in Head Start, Kindergarten, and first grade.

**Table 2. Descriptive Statistics for INVOLVE-P (Mother) Summary Scales by Grade in School**

INVOLVE-P Summary Scales	Head Start N=200		Kindergarten N=333		First Grade N=80		Total Sample N=613	
	M	SD	M	SD	M	SD	M	SD
Commitment to Academic and Social Activities	5.88	.90	5.98	.74	6.08	.58	5.96	.78
Family Emotional Regulation	6.11	.63	5.97	.61	5.96	.62	6.01	.62
Quality of Parent-Child Relationship	4.71	1.21	4.52	1.15	4.31	1.16	4.56	1.17
Frequency of Family Activities	5.34	1.32	5.50	1.23	5.31	1.22	5.42	1.26
Importance of Pre-Academic Skills <sup>1</sup>	5.65	1.21	5.24	1.53	5.17	1.64	5.36	1.46
Bonding with School/Teacher	4.14	.67	4.24	.65	4.35	.58	4.22	.65

<sup>1</sup>Scheffe multiple comparisons showed Importance of Pre-Academic Skills to be higher for mothers of children in Head Start than those in Kindergarten ( $p < .01$ ).