Index

ABA (applied behaviour analysis) and autism spectrum disorders 116–17, 118
academic attainment
  minority ethnic pupils 40
  and parental involvement 4, 8–10
African American families
  CoZi community schooling 68–9
  supporting children’s mathematics 69–72
African-Caribbean families 40, 41–3, 61
  anti-social behaviour 8
  asylum seekers 37, 48–50
autistic spectrum children 47
  diagnosis 118–19, 121
  impact on family life 119
  meeting needs of parents 133–4
South West Autism Project 101–2, 115–23, 133–4
  transition from home to school 120–1, 121–2
  valued interventions 119–20
Bangladeshi families 40, 41, 42–3, 61, 127–8
  and the HSKE project 94
Birmingham INSPIRE project 87–91
  bonding social capital 15, 17
  Bookstart 90
  bridging social capital 15
Canada 85
Care Matters (Department for Education and Skills) 43, 44–5, 82
  child development, sociocultural theory of 13–14, 151
  child persuasion, and parental involvement in school activities 33–4
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>child poverty 21, 39</td>
<td>21, 39</td>
</tr>
<tr>
<td>childcare, and families in poverty 39</td>
<td></td>
</tr>
<tr>
<td>children</td>
<td></td>
</tr>
<tr>
<td>resilience in 11, 13</td>
<td>11, 13</td>
</tr>
<tr>
<td>views on family involvement</td>
<td>131–2</td>
</tr>
<tr>
<td>class</td>
<td></td>
</tr>
<tr>
<td>and cultural and social capital 16, 29–30</td>
<td>16, 29–30</td>
</tr>
<tr>
<td>and inequity in parental involvement 130–1</td>
<td>130–1</td>
</tr>
<tr>
<td>and parental agency 30–1</td>
<td>30–1</td>
</tr>
<tr>
<td>Coffee Too/Coffee Extra projects 86</td>
<td>86</td>
</tr>
<tr>
<td>communities of practice 139</td>
<td>139</td>
</tr>
<tr>
<td>community building, and the Inclusion for Inclusion 147</td>
<td>147</td>
</tr>
<tr>
<td>community collaboration, and home-school partnerships 59–60</td>
<td>59–60</td>
</tr>
<tr>
<td>community schools 2</td>
<td>2</td>
</tr>
<tr>
<td>and the Drop in for Coffee project 84–7, 97</td>
<td>84–7, 97</td>
</tr>
<tr>
<td>in the USA 65–9</td>
<td>65–9</td>
</tr>
<tr>
<td>consumer model, of professional interaction with parents 103</td>
<td>103</td>
</tr>
<tr>
<td>CoZi community schooling strategy 67–9</td>
<td>67–9</td>
</tr>
<tr>
<td>cultural capital 16, 20, 28–30</td>
<td>16, 20, 28–30</td>
</tr>
<tr>
<td>engaging ‘hard to reach’ parents 149–50</td>
<td>149–50</td>
</tr>
<tr>
<td>inequity in 130</td>
<td>130</td>
</tr>
<tr>
<td>cultural differences, in human development 64–5</td>
<td>64–5</td>
</tr>
<tr>
<td>cultural dissonance, and asylum-seeking and refugee children 50</td>
<td>50</td>
</tr>
<tr>
<td>cultural sensitivity, and home-visiting projects 110–11, 122–3</td>
<td>110–11, 122–3</td>
</tr>
<tr>
<td>culturally grounded collaborations, in home-school partnerships 144–5</td>
<td>144–5</td>
</tr>
<tr>
<td>culture of poverty 26–7</td>
<td>26–7</td>
</tr>
<tr>
<td>Cummins, Jim, on empowering minority students 60–2</td>
<td>60–2</td>
</tr>
<tr>
<td>curriculum enrichment model, of home–school relations 142</td>
<td>142</td>
</tr>
<tr>
<td>cycle of deprivation 11, 20</td>
<td>11, 20</td>
</tr>
<tr>
<td>intergenerational 25–8</td>
<td>25–8</td>
</tr>
<tr>
<td>decision-making, and home-school partnerships 59, 144</td>
<td>59, 144</td>
</tr>
<tr>
<td>deficit models of parental involvement 12–13, 18</td>
<td>12–13, 18</td>
</tr>
<tr>
<td>deprivation, intergenerational cycle of 25–8</td>
<td>25–8</td>
</tr>
<tr>
<td>deprived areas, inverse care law 11–12</td>
<td>11–12</td>
</tr>
<tr>
<td>development-in-context, and the South West Autism Project (SWAP) 116, 121, 122</td>
<td></td>
</tr>
<tr>
<td>digital cameras, and the HSKE project 98</td>
<td>98</td>
</tr>
<tr>
<td>disabled children</td>
<td></td>
</tr>
<tr>
<td>meeting needs of parents with 132–3</td>
<td>132–3</td>
</tr>
<tr>
<td>parents of 38, 45–7</td>
<td>38, 45–7</td>
</tr>
<tr>
<td>and the Portage service 105</td>
<td>105</td>
</tr>
<tr>
<td>and social exclusion 21, 22</td>
<td>21, 22</td>
</tr>
<tr>
<td>disposable cameras, and the HSKE project 94–5, 97, 128, 131</td>
<td>94–5, 97, 128, 131</td>
</tr>
<tr>
<td>diversity, need to respond to 139–41</td>
<td>139–41</td>
</tr>
<tr>
<td>Drop in for Coffee project 84–7, 99, 143</td>
<td>84–7, 99, 143</td>
</tr>
<tr>
<td>early intervention projects 27–8</td>
<td>27–8</td>
</tr>
<tr>
<td>On Track 37</td>
<td>37</td>
</tr>
<tr>
<td>early years education</td>
<td></td>
</tr>
<tr>
<td>in Reggio Emilia 75–9</td>
<td>75–9</td>
</tr>
<tr>
<td>and social exclusion 22</td>
<td>22</td>
</tr>
<tr>
<td>Effective Provision of Pre-School Education (EPPE) project 114</td>
<td>114</td>
</tr>
<tr>
<td>employment and poverty 38</td>
<td>38</td>
</tr>
<tr>
<td>enactive mastery 138–9</td>
<td>138–9</td>
</tr>
</tbody>
</table>
Index

English language
    and asylum-seeking and refugee children 50
    empowering minority students 60–2
    and the HSKE project 94, 96
EPPE (Effective Provision of Pre-School Education) project 114
Epstein, Joyce, model of parental involvement 56, 57–60
Eugenics movement 23
Every Child Matters (Department for Education and Skills) 4, 5–6, 11, 37
expert model, of professional interaction with parents 102
extended families
    and home-visiting projects 111–12, 123
    minority ethnic 41
extended schools 150
families
    cultural capital 16
    diversity in 10–11
    funds of knowledge 31–2, 91–2, 149–50
    living in poverty 38–9
    service resistant 37
    slipping through the net 37
    social capital 14–17
family learning programmes 5
Family Literacy, Language and Numeracy: A Guide for Extended Schools 5
Family Literacy programme 90
fathers, involvement of 5, 20–1
Flying Start 90
foster parents, and The Letterbox Club 82–4, 99
fund-raising event, parental contributions to 19, 32–3
grandmothers, supporting children’s mathematics 69–72
groups of parents, and communities of practice 139
guided participation, in child development 14, 151
Gypsy travellers 37, 38, 40, 50–3
‘hard to reach’ parents
    risk factors and 36–53
    and social and cultural capital 149–50
terminology problems 126–8
    viewing as a homogenous group 127–8
health, poor health and social exclusion 22
Home–School Knowledge Exchange project (HSKE) 91–9, 112, 128, 131, 140–1
home-school links 10, 125
    collaboration models 141–6
    discussion of in published research 134–5
    and the HSKE project 94–5, 98
    model of parental involvement 56, 57–60
home-visiting projects 5, 101–23
    and cultural sensitivity 110–11, 122
    Literacy Early Action Project 101–2, 105–15, 122–3
    Portage 104–5
    REAL (Raising Early Achievement in Literacy) 103
    South West Autism Project (SWAP) 101–2, 115–23
homework
    and home–school links 58–9, 129–30
    parental help with 35
    mathematics 71
    minority ethnic families 42–3
Index

home practices and literacy knowledge 145 and the HSKE project 91, 93–4
home practices and literacy knowledge and the HSKE project 91, 93–4
and parental scrutiny 131
and parental scrutiny 131
housing conditions, and social exclusion 21
housing conditions, and social exclusion 21
HSKE (Home–School Knowledge Exchange project) 91–9, 112
HSKE (Home–School Knowledge Exchange project) 91–9, 112
disposable camera activity 94–5, 97
disposable camera activity 94–5, 97
exhibition of children’s work 95–6
exhibition of children’s work 95–6
videos and parental communication 93–4
videos and parental communication 93–4
human development, cross-cultural variations in 64–5
human development, cross-cultural variations in 64–5
Index for Inclusion 137, 146–8
Index for Inclusion 137, 146–8
inequity, and parental involvement 130–1
inequity, and parental involvement 130–1
INSPIRE project 87–91, 99
INSPIRE project 87–91, 99
intergenerational cycle of deprivation 25–8
intergenerational cycle of deprivation 25–8
interventions, to enhance parental involvement 9
interventions, to enhance parental involvement 9
inverse care law 11–12
inverse care law 11–12
Italy
Italy
early years education in Reggio Emilia 75–9
early years education in Reggio Emilia 75–9
special needs education in 78–9
special needs education in 78–9
Joseph Rowntree Foundation, Education and Poverty programme 39
Joseph Rowntree Foundation, Education and Poverty programme 39
justice, access to 22
justice, access to 22
Labour government, and families in poverty 39
Labour government, and families in poverty 39
‘learning story’ approach, to assessment of children with special needs 72–5
‘learning story’ approach, to assessment of children with special needs 72–5
The Letterbox Club 82–4, 99
The Letterbox Club 82–4, 99
literacy
literacy
market research, and ‘hard to reach’ parents 126
market research, and ‘hard to reach’ parents 126
mathematics
mathematics
and the HSKE project 91
and the HSKE project 91
INSPIRE project 87–91
INSPIRE project 87–91
US programmes for supporting children’s learning 69–72
US programmes for supporting children’s learning 69–72
Matthew effect, in parental involvement 131
Matthew effect, in parental involvement 131
minority ethnic families 37, 38, 40–3, 126
minority ethnic families 37, 38, 40–3, 126
asylum seekers/refugees 37, 48–50
asylum seekers/refugees 37, 48–50
children’s views on parental involvement 131–2
children’s views on parental involvement 131–2
different ethnic groups 127–8
different ethnic groups 127–8
empowering students 60–2
empowering students 60–2
and the HSKE project 94
and the HSKE project 94
and the INSPIRE project 90
and the INSPIRE project 90
and social exclusion 21
and social exclusion 21
and the underclass 24
and the underclass 24
minority groups, of ‘hard to reach’ parents 37
minority groups, of ‘hard to reach’ parents 37
mothers
mothers
role in parental involvement 20
role in parental involvement 20
supporting children’s mathematics 69–72
supporting children’s mathematics 69–72
National Curriculum, and the INSPIRE project 91
National Curriculum, and the INSPIRE project 91
Index

New Zealand, assessment of children with special needs 72–5
numeracy, and the HSKE project 93–4
ORIM (Opportunities, Recognition, Interaction and Modelling) 103, 104
Pakistani families 40, 41, 42–3, 61, 127–8
and the HSKE project 94
parent education programmes 5
'parent-centric' view of parental involvement, mathematics learning 69–72
parental agency 30–1, 137, 138–9
parental involvement and academic attainment 4, 8–10
barriers to 10–13
children's views on 131–2
and class 30–1
CoZi community schooling 68–9
in early years education 76–8
and intrusive pressures on families 128–31
nature of 19–21
and parents' knowledge 145
parents' views on 1–2, 125
in school activities 19–20, 32–4
schools' views on 1
in their own child's education 34–6
in the UK 2–8, 17–18
UK projects 81–99
INSPIRE 87–91, 99, 143
The Letterbox Club 82–4, 99
see also Home–School Knowledge Exchange project (HSKE); home-visiting projects
parental responsibilities 2, 8
parental role construction 31
parental sense of efficacy 31
parenting classes 8
parents' evenings 35, 38
and Gypsy travellers 52
partnership model, of home–school relations 142–6
PECS (Picture Exchange Communication System) 117
Performance Indicators in Primary Schools (PIPS) 109
photographs, and the HSKE project 94–5, 128, 131
Piaget, Jean 64
PICE (Parental Involvement in Children's Education) 3
Picture Exchange Communication System (PECS) 117
PIPS (Performance Indicators in Primary Schools) 109
Plowden Report, *Children and Their Primary Schools* 2–3
Poor Law, and the social residuum 22–3
Portage service 104–5
poverty and children with special needs 46
culture of 26–7
defining 38
deserving/undeserving poor 22–3
families living in 38–9
and projects in the UK 81
and social exclusion 21, 22
and the underclass 23–4
power relations, empowering minority students 60–2
primary schools Literacy Early Action Project 105–15
parental involvement in 32, 33
'problem families' 23
Index

protective model, of home–school relations 141–2

questionnaires, in the *Index for Inclusion* 147–8

racism, and Gypsy travellers 52

Raising Early Achievement in Literacy (REAL) 103

reading projects

HSKE 93–4

INSPIRE 87–91

REAL (Raising Early Achievement in Literacy) 103

Reception classes, Literacy Early Action Project 105–15

refugees 38, 48–50

Reggio Emilia, approach to early years education 75–9

*Removing Barriers to Achievement* (Department for Education and Skills) 47

resilience in children 11, 13

risk factors, and ‘hard to reach’ parents 36–53

Rogoff, Barbara 63–5, 151

scaffolding children’s learning 13, 14, 72

school-to-home transmission model, of home–school relations 142

schools

active support from senior staff 140

asylum-seeking and refugee children 48–9, 50

cultures promoting parental involvement 113

and Gypsy travellers 51, 52–3

*Index for Inclusion* 137, 146–8

and minority ethnic parents 42–3

parental involvement in school activities 19–20, 32–4

parents’ rooms in 134–5

and projects in the UK 81–2

and social and cultural capital 150

supporting parental access to activities 140

views on parental access to activities 140

see also parental involvement

teachers

Scotland

Integrated Community Schools, *Drop in for Coffee* project 84–7, 99, 143

parental involvement in education 6–8, 19–20, 33–4

Second World War, evacuation and ‘problem families’ 23

secondary schools

and Gypsy travellers 52

parental involvement in 32, 33, 34–5

self-efficacy 10, 137

beliefs 138–9

and minority students 61–2

service resistant families 37

skills-based approach, to assessment of children with special needs 74

social capital 14–17, 20, 28–30

engaging ‘hard to reach’ parents 149–50, 151

and home-visiting projects 114, 122

inequity in 130

social class see class

social deprivation, and ‘hard to reach’ parents 10–13

social exclusion

asylum seekers and refugees 49–50

concept of 24, 25
and early intervention programmes 27–8
factors associated with risk of 21–5
and Integrated Community Schools in Scotland 85, 87
'social problem groups' 23
social residuum 22–3, 24
social workers, and looked-after children 44–5
sociocultural theory 13–14, 63–5
and early years education 76
and 'hard-to-reach' parents 151
and home-visiting projects 114–15, 122
South West Autism Project (SWAP) 101–2, 115–23, 133–4
Special Educational Needs Code of Practice 45–6
special needs education
in Italy 78–9
in New Zealand 72–5
parents of children requiring 45–7
and professional interaction with parents 102–3, 123
and social exclusion 22
Warnock Report (1978) 3
specialist parenting support 5
spontaneous parental involvement 8, 9
suspending judgement 63–4
SWAP (South West Autism Project) 101–2, 115–23
Swap, Susan, model of home–school relations 137, 141–5
Sweden 85
teachers
attitudes to 'hard to reach' parents 79–80
and disabled children 45–6
empowering minority students 62
guidelines for conversations with parents 152–3
and home–school relations 129, 144–5
and looked-after children 44–5
and social and cultural capital 150
teaching assistants, and the Literacy Early Action Project 106–7, 110–11, 113, 115
TES ('Traveller Education Service') 53
transplant model, of professional interaction with parents 103
Traveller Education Service (TES) 53
travellers 37, 38, 40, 50–3
truancy 8
the underclass 23–4
'unemployable' people 23
United Kingdom
families in poverty 38–9
Gypsy travellers 37, 38, 40, 50–3
Index for Inclusion 137, 146–8
National Portage Association 104
parental involvement 2–8, 17–18
projects 81–99
Aiming High 42
home visiting 101–23
INSPIRE 87–91, 99, 143
projects 112
The Letterbox Club 82–4, 99
Sure Start programme 27–8
see also Home–School Knowledge Exchange project (HSKE)
United States
community schools and the CoZi model 65–9
Head Start programme 26, 27
home–school relations 129–30
## Index

**United States (Cont’d.)**
- Mexican communities in Arizona 31–2
- Parental involvement programmes 10
- Projects targeting minority and low-income families 55–6
- Social capital 15
- Socially deprived areas 12
- Supporting children’s mathematics 69–72

**Welsh Assembly, parental involvement policy** 5–6

**Warnock Report (1978)** 3

**vicarious experiences, and self-efficacy** 139

**videos, and the HSKE project** 93–4

**volunteering, and home-school links** 58