INVOLVE-Parent*

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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
Commitment to Academic and Social Activities		.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	

INVOLVE-P Summary Scales and Component Items	Standardized Alpha Coefficient
Family Emotional Regulation	.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)	
Quality of Parent-Child Relationship	.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	
Frequency of Family Activities	.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	

INVOLVE-P Summary Scales and Component Items		Standardized Alpha Coefficient
Importance of Pre-Academic Skills		.92
15A	knowledge of alphabet	
15B	knowledge of sounds letters make	
15C	ability to count	
15D	ability to add single-digit numbers	
Bonding with School/Teacher		.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[1]	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

[1]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).