

Parents' Readiness in Facilitated Learning under the New Normal

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Abstract

Facilitating learning at home through self-learning modules and other allied learning delivery modalities poses a tremendous challenge for parents. In this context, this paper aimed to determine the level of parents' readiness in facilitated learning under the new normal, specifically in creative teaching, time management, and parental skill. Needed data for this descriptive study were gathered from parent-respondents identified through stratified random sampling, a technique courtesy of the Cochran formula ($N = 158$; $n=113$), using a researcher-made instrument that has passed the stringent tests of validity and reliability. Data analyses and statistical treatment involved using mean, standard deviation, and Mann-Whitney U-Test. Results showed that a "high level" of parents perceived readiness to facilitate their children's learning at home, specifically in terms of creative teaching, parental skill, and time management. Moreover, no significant difference surfaced in the level of parents' readiness from the standpoint of creative teaching and time management when analyzed by age, sex, education, and family income groupings. In terms of parental skill, no significant difference was found when respondents were grouped by age and sex; a significant difference was observed, nonetheless, when they were grouped by educational attainment and family income. In the midst of the new normal education, the result calls for the allocation of needed resources in innovating existing learning modalities, helping parents to deliver quality education while at home, and finally, honing the developmental needs of their children as a pre-requisite to the next grade level.

Keywords: Early childhood education, parents' readiness, facilitated learning, Negros Occidental, Philippines

Bio-profiles

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Introduction

Nature of the Problem

In the Philippines, the Department of Education (DepEd) provided Self-Learning Modules (SLMs) with alternative learning delivery modalities such as modular, television-based, radio-based instruction, blended, and online) to be offered for various types of learners, which shall be monitored by teachers and facilitated by parents (Department of Education, 2020). In most cases, however, most schools resort to printed modules as other modalities may face significant limitations.

Teaching in kindergarten is very challenging as learners are not only taught the fundamentals of literacy, such as reading, writing, and arithmetic; it is where the theories and concepts of learning are applied to hone them to be ready for their elementary years. Getting them ready is not only on developing their cognitive skills, but we take should also consider all the developmental domains to be developed, such as their motor skills (fine motor and gross motor), Self Help skills, Language skills (Receptive and Expressive Language) and Socio-emotional skills which is vital in their early developmental stage.

Given these considerations, it will be hard on the part of the parents to fulfill this challenging task of being a facilitator of learning at home to a kindergarten pupil since not all parents have the necessary experience like teachers, so they must be afforded all the possible help so that learning and development of such skill will still be viable despite not being in the classroom.

The researcher, a kindergarten teacher, presently stares at the dilemma of not physically facilitating learning among learners. The researcher also fears working parents' lack of time management to help their kindergarten learners. More than their time is also their lack of creative and parental teaching skills to approach basic skills such as reading, writing, and arithmetic is also a major concern as they facilitate home-based learning. It is upon these considerations that the present study is proposed to determine the readiness and preparation of parents of Kindergarten learners as they are expected to take charge of home-based learning under the directives of the Department of Education in the new normal.

Parents play a crucial role in supporting children's transition to school and are acknowledged as their child's first and foremost teachers (Jose, Banks, Hansen, Jones, Zubrick, Stafford, & Taylor, 2020). According to Kocyigita (2015), parental involvement in preschool involves meeting the children's educational needs and assisting in their growth. From research done on home learning environments in pre-pandemic, we learn that parents become learning coaches for their children who spend a significant amount of their day at home (Hasler Waters & Leong, 2015).

Parental skills aiding kindergarten learning have significantly contributed to learners' success in a virtual learning environment (Lee & Figueroa, 2017). Mothers' experiences while giving early literacy instruction and their early literacy practices are significant because they are parental skills that play a significant role in promoting the literacy abilities of young children (Sénéchal, 206; Snow, Burns, & Griffin, 2018). In addition, Evangelista (2018) investigated learners' academic time management from a self-regulated learning perspective at home and found that Parental autonomy support and control were examined as predictors of academic time management among children. Moreover, an increase in a parent's understanding of play and ability to facilitate a child's learning predicted several positive behavioral outcomes in the classroom, including increased independence and creativity/curiosity (Alos, Caranto, and David, 2018). Therefore, Parents are well prepared and willing to do their best to provide their children with the fundamental educational necessities to be academically ready and successful in the future (Jose, Banks, Hansen, Jones, Zubrick, Stafford, & Taylor, 2020).

Objectives

This study aimed to determine the parents' readiness for facilitated learning among kindergarten learners. The results of the investigation will be the basis for an intervention. Specifically, this study seeks to determine the level of parents' readiness for facilitated learning in Kindergarten Learners in creative teaching, time management, and parental skill. In addition, the study sought to determine the significant difference in the level of parents' readiness for facilitated learning the kindergarten learners when grouped and compared according to age, sex, highest educational attainment, and average family monthly income.

Theoretical Framework

To understand the parents' role in facilitating the learning of kindergarten learners in the new normal, Lev Vygotsky's theory on the Zone of Proximal Development was used, which is defined as the distance between the actual development level as determined by the independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). This emphasizes the constructive role of parents and family members in the learning of their kindergarten learners. The basic assumption of his theory was that for scaffolding to be successful, skills that are on the edge of emergence can be enhanced by varying degrees of assistance.

Methodology

This chapter discusses details and technicalities in selecting the research design appropriate to the objectives of the present study. It also presents the considerations on the selection of the respondents, the sampling technique employed for the establishment of their ideal size, the instrument used to gather data, and its validity and reliability in aligning the data gathered with the purpose of the study.

Research Design

The study utilizes the descriptive research design because it is appropriate in measuring whether a significant difference exists in the level of parents' readiness in facilitated learning under the new normal when grouped and compared according to variables age, sex, highest educational attainment, and average family monthly income.

Respondents

The respondents of the study are 113 parents of kindergarten learners out of a total population of 158 parents, which was identified using the stratified sampling technique courtesy of the Cochran formula ($N = 158; n=113$).

Instrument

A researcher-made instrument was used in gathering the data to determine the level of parents' readiness for facilitated learning. The questionnaire was divided into two parts; the first part determined the demographic profile of parents in terms of variables, age, sex, highest educational attainment, and highest average monthly family income. At the same time, the second part included questions that determined the level of parental readiness for facilitated learning in areas of creative teaching, parental skills, and time management using a 5point Likert scale where 5 corresponds to Always, 4 for Often, 3 for Sometimes, 2 for Rarely and 1 for Never. In order to determine the validity, Content validation, and appropriateness of the instrument were done by adopting the criteria set forth by Carter V. Good and Douglas E. Scates by 3 selected validators in the field of education and research and was rated 4.75 overall, with an excellent interpretation.

Moreover, since the instrument is researcher-made, reliability must be established. The questionnaire was first administered among 30 parents of a school in a different district before its final conduct among the selected respondents. The study did not include responses in the pre-administration, and the Internal Consistency Reliability was measured using the SPSS formula for Chronbachs' Alpha. The computed value obtained was 0.913, which is between the accepted ranges of 0.70 to 1.00 and is interpreted as excellent.

Data Collection

The researchers used digital platforms such as Facebook messenger for orientation and clarifications and a Google form version of the instrument for the respondents to answer. The link to the form was sent to all respondents for completion. The responses of the respondents were then summarized using Microsoft excel. The data gathered were then treated statistically with appropriate statistical tools using the Statistical Package for Social Sciences.

Data Analysis

The descriptive-analytical scheme was used to determine the level of parental readiness for facilitated learning at the kindergarten level in terms of the areas of creative skills, parental skills, and time management when they are grouped according to the variables mentioned above and the parental readiness on facilitated learning at kindergarten level when they are grouped according to the aforementioned variables. A descriptive-analytical scheme was used with mean as a tool. Moreover, a comparative analytical scheme was used to determine the significant difference in the level of parental readiness for facilitated learning in terms of the areas of creative skills, parental skill, and time management when they are grouped and compared according to the variables age, sex, highest educational attainment, and average family monthly income.

Ethical Considerations

This study ensures that the free will of the respondents to be involved in this study is highly respected. They were given an informed consent form stating the conditions and objectives of the research and permission to use the information indicated in their Learner Enrolment Form with the assurance that their identity would not be disclosed and that the data would be confidential is secured. After the completion of the study, all data stored in electronic gadgets will be discarded to ensure unauthorized access or use of such information.

Results and Discussion

This section presents the data gathered, analyzed, and interpreted to answer the problem statements set at the beginning of the study. They are presented accordingly based on the problem statements.

Level of Parents' Readiness on Facilitated Learning in Kindergarten in terms of Creative Teaching

With an overall mean of 4.21 and a standard deviation of 0.568, results show that out of the ten (10) items, item number 10, stating "I ensure that my child's academics and play for his development are both balanced." obtained the highest mean value of 4.42 with an interpretation of "High Level."

Results imply that parents of kindergarten learners ensure the balance of the learners' academics and play an important role in holistic development. Regarding creative teaching, parents have a high level of readiness based on the data presented in the table. According to Welk, Wood, and Morss (2018), parental support, can refer to parental encouragement, involvement (i.e., participating in PA with the child), and facilitation, such as providing access and opportunities for the child to be active (e.g., transportation to arenas and parks). This sensitive support promotes the child's continued engagement in learning activities with their parent (Maccoby and Martin, 2018; Baumrind, 2015).

Parents who strive for high-quality educational opportunities for their children and better access to opportunities lead to the learners' better academic success (Li, Z., & Qiu, Z, 2018). Moreover, learners who are provided with the basic educational necessities appear to be more efficient in the fields of their academics and perform well inside the classroom. Indeed, parental skills and involvement in their children's development remain vital to their education (Bartolome, Mamat, and Masnan, 2017).

On the other hand, item 4, stating "I can incorporate intervention activities such as simple baking and cooking lessons to help in my child's learning," obtained the lowest mean score of 3.93, interpreted as

"High Level." This result implies that the item with the least mean score value is the interventional activities, such as baking and cooking, to help incorporate the child's learning. From the parent's point of view, the activities mentioned may be deemed unnecessary because it takes time and effort in terms of preparation and supervision. This may also signify that parents choose to prioritize more important things and educational activities over other interventional activities. However, it is still interpreted as "High Level," which implies compliance with the said item number. According to studies by Pellis and Pellis (2019) and Brussoni et al. (2015), manipulative toys and intervention activities were linked to cognitive growth and academic achievement, social competence and popularity, social status and superiority, gender differences, emotional sensitivity, and self-regulation.

Level of Parents' Readiness on Facilitated Learning in Kindergarten in terms of Time Management

An overall mean of 4.29 with a standard deviation of 0.692, interpreted as a High Level, presents the level of parents' readiness for facilitated learning in the kindergarten regarding time management. Out of the ten (10) items shown, item number 1, stating "I have enough time to assist my child with assignments," had the highest mean score value of 4.50 and has the interpretation of "Very High Level." The result suggests that parents appear to attend to their children's academic needs, especially regarding doing their homework. Based on the interpretation of the result, there is a very high level of readiness among the parents of kindergarten learners.

Therefore, learners are guaranteed to be academically aided by their respective teachers at school and their parents and other family members at home, potentially leading to the learner's success in their studies. Several positive outcomes for children have been related to parental engagement in various school tasks, including academic abilities, positive attitudes, and social competence (Lau, Li, & Rao, 2016). According to Nakpil (2020), parents must consider their capability to handle the homeschool setup and make time management schemes to facilitate their children's learning. They must also consider their resourcefulness, as they need to find ways to improve their children's education.

It also suggests that learners would be more likely to comprehend what was taught because their parents reiterate their lessons at home. According to studies, parental involvement in preschool involves meeting the children's educational needs and assisting in their growth (Kocyigita, 2015). Progress in reading level and learners showing improvement in their comprehension can help them to transfer to the next level; such are two particular advantages of parental participation at the preschool level (Huang, & Mason, 2018).

There should be an established relationship between the parent and the child to let the learner fully comprehend the lessons. Hearing parents and family members talk and respond to that talk that young children pick up the literacy skills they will need if they are doing well (Colorado, 2015).

On the other hand, out of the ten (10) items presented, item number 9, stating "I make a personal checklist or monitoring tool to manage my child's learning plan." obtained the lowest mean score of 3.86, still interpreted as "High Level." This implies that parents do not prioritize monitoring and checklists to help them facilitate the learning of their children. A checklist is a tool parents can use to ensure that their children have met all-day requirements at home. Parents creating the list can help them decide which tasks are important enough for completion (Schnackers, Beckers, Janssen-Potten, Aarts, Rameckers, van der Burg, & Steenbergen, 2018).

Level of Parents' Readiness on Facilitated Learning in Kindergarten in terms of Parental Skill

Data reveal an overall mean of 4.24 with a standard deviation of 0.657, interpreted as High Level focuses on the level of parents' readiness for facilitated learning in the kindergarten regarding parental skills. Among the ten (10) items presented, item number 2, stating "I let my child express her thoughts and emotions on certain things to develop her language skills." obtained the highest mean score of 4.41 and an interpretation of "High Level."

This implies that parents give their children the chance to enjoy and express themselves freely as early as kindergarten level. This is necessary for developing expressive and receptive language, an essential foundation for later success in reading, particularly reading comprehension (Gormley, Phillips,

Newmark, Welti, & Adelstein, 2016). Speaking and listening carefully are two vital skills in a child's success in school. Children learn the language skills they will need to be successful by reading through what they hear their parents say, the conversations between family members, and how they are encouraged to respond. Results also suggest that parents of kindergarten learners have a high level of preparedness in managing their child's language skills through simple interaction and/or conversation.

On the other hand, among the ten items presented, item number 3, stating "I can develop strategies necessary to cater to the developmental domains (physical, cognitive, language, social and emotional) of my child," obtained the lowest mean score of 4.13, also interpreted as "High Level." Results suggest that parents are still finding ways of efficiently bringing the best out of their children by letting them explore their abilities in terms of physical, cognitive, language, social, and emotional skills and the areas where their skills are bounded. It is still evident that there is a high level of preparedness of parents in terms of their parental skills, thus making them efficiently guide their child towards success.

Based on the data gathered, results suggest that parents of kindergarten learners are at a high level of readiness regarding parental skills in facilitated learning. It could also be inferred that parents are well prepared and willing to do their best to provide their children with the fundamental educational necessities to be academically ready and thrive in the future (Jose, Banks, Hansen, Jones, Zubrick, Stafford, & Taylor, 2020). Also, they are aware of the concept of school readiness, which is described as children's capabilities when they start school (Guhn, Gadermann, Almas, Schonert-Reichl, and Hertzman, 2016).

A Comparative Analysis of the Level of Parents' Readiness for Facilitated Learning in Kindergarten in the Areas of Creative Teaching when Grouped according to Age, Sex, Educational Attainment, and Family Income.

Results show that when grouped according to age, sex, highest educational attainment, and average family income, the obtained p-values are 0.404, 0.289, 0.117, and 0.386, respectively, and are all interpreted as "Not Significant" as all values obtained exceeded the standard level of significance which is $p < 0.05$.

This explains that regardless of the demographic profile of the parent-respondents involved in the present study, they all have the same perspective on how ready they are in the area of creative teaching when grouped according to age, sex, highest educational attainment, and average family monthly income. Results also imply that parents of kindergarten learners ensure the balance of the learners' academics and intersocial activity as one of the terms in creative teaching.

Results also suggest that parents are likely to be ready to provide their children with a study area where the learners can study.

A Comparative Analysis of the Level of Parents' Readiness for Facilitated Learning in Kindergarten in Time Management when Grouped according to Age, Sex, Educational Attainment, and Family Income

The comparative analysis on the level of parents' readiness on facilitated learning in the kindergarten in the areas of creative teaching, time management, and parental skill and when they are grouped according to age, sex, highest educational attainment, and average family monthly income shows that when grouped according to age, sex, highest educational attainment, and average family income, the obtained p-values are 0.900, 0.574, 0.551, and 0.471 respectively, and are all interpreted as "Not Significant" as all values obtained exceeded the standard level of significance which is $p < 0.05$.

The acquired result implies that regardless of the demographic profile of the parent-respondents involved in the present study, they all have the same perspective on how prepared they are in time management when grouped according to variables age, sex, highest educational attainment, and average family monthly income. This result suggests that parents appear to be ready and optimistic that they can attend to the academic needs of their kindergarten children, especially in terms of schoolwork.

Based on the results, there is a very high level of readiness among the parents of kindergarten learners in terms of time management. Therefore, students are guaranteed to be academically aided by their

respective teachers at school and their parents and other family members at home, which could potentially lead to the learner's success in studies and academics (Darling-Hammond, 2020; Mulford, 2018; Camp, 2016). Furthermore, there should be an established relationship between the parent and the child to let the learner fully comprehend the lessons given. It is through hearing parents and family members talk and through responding to that talk that young children begin to pick up the literacy skills they will need if they are doing well (Mielonen, 2019; Hughes, 2017).

Difference in the Level of Parents' Readiness for Facilitated Learning in Kindergarten in the Areas of Parental Skill and when Grouped according to Selected Variables

| <i>Parental Skill</i> | | | | | | | |
|--------------------------------|------------|----|-----------|-----------------------|------------|---------|-----------------|
| Variables | Categories | N | Mean Rank | Mann Whitney U – test | Sig. Level | p-value | Interpretation |
| Age | Younger | 66 | 59.82 | 1365.000 | | 0.277 | Not Significant |
| | Older | 47 | 53.04 | | | | |
| Sex | Male | 20 | 59.65 | 877.000 | | 0.689 | Not Significant |
| | Female | 93 | 56.43 | | | | |
| Highest Educational Attainment | Lower | 79 | 50.49 | 829.000 | 0.05 | 0.001 | Significant |
| | Higher | 34 | 72.12 | | | | |
| Average Family Monthly Income | Lower | 42 | 47.23 | 1080.500 | | 0.014 | Significant |

A Comparative Analysis of the Level of parents' Readiness for Facilitated Learning in Kindergarten in Parental Skill when Grouped according to Age, Sex, Educational Attainment, and Family Income

The comparative analysis on the level of parents' readiness for facilitated learning in the kindergarten in the areas of creative teaching, time management, and parental skill and when they are grouped according to age, sex, highest educational attainment, and average family monthly income shows that when grouped according to variables age, sex, highest educational attainment, and average family income, the obtained p-values are 0.277, 0.689, 0.001, and 0.014 respectively.

Based on the result, variables highest educational attainment and average family income with respective p-values of 0.001 and 0.014 are the only variables that obtained a significant interpretation. This implies that the parents' educational attainment is substantial in terms of their readiness for facilitated learning. Similarly, this goes along with the average monthly family income, making it significant.

Results imply that in terms of the area of parental skill, the highest educational attainment and average family monthly income are highly significant. Parents with higher levels of educational attainment would appear to be guiding their respective children accordingly and aspire highly to their child's educational stance (Garcia-Baza, 2017; Brinkman, 2016; Areepattamannil & Lee, 2014). It could be concluded that parental education is a significant indicator of educational and behavioral performance for children (Muñoz-Galiano, Connor, Gómez-Ruano, and Torres-Luque, 2020; Dubow, Boxer, and Huesmann, 2019; Li, 2018; Goding, 2016). Thereby, relationships between parental expectations and aspirations for their children's educational attainment and children's academic performance in school are positively linked to children's academic performance (Davis-Kean, 2015). In parallel, the average family's

monthly income is of the high regard in the level of parents' readiness for facilitated learning of kindergarten learners, as it is interpreted as highly significant (Chen, 2018; Chevalier, 2018; Garcia, 2018).

Conclusion

Kindergarten parents believe they have a high level of readiness to facilitate their children's learning at home. They believe that they are ready to provide creative, high-quality educational opportunities relevant to the cognitive growth, academic achievement, and progress in the developmental domains of their children. They are also ready to apply their parental skills to help direct positive outcomes, including academic abilities, positive attitudes, and social competence. Lastly, they also perceived that they could provide efficient time management for their children, fostering opportunities to develop logical and mathematical skills, numeracy, and expressive and receptive language, which are essential for later success. However, it was found that among the variables stated, family income and level of parental education have a significant gauge in facilitating learning at home. With these, it is recommended to provide enhancement and assistive programs designed for parents focusing on improving their literacy and parental skills aligned to teaching in order for them to successfully facilitate learning at home. These findings call for the allocation of needed resources for an enhancement and assistive program designed for parents focusing on improving their literacy and parental skills aligned to teaching in order for them to successfully facilitate learning at home.

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