



As an Intervention

The Family Map Inventories have been used in multiple studies with other interventions. The published studies are below.

Bokony, P.A., Whiteside-Mansell, L., Swindle, T., & Waliski, A.D. (2013). Increasing parent-teacher communication in private preschools serving low-income families. *The Special Issue on Parent Involvement and Engagement in Head Start for Dialog: The Research-to-Practice Journal for the Early Childhood Field*, 16 (1), 45-64.

A free PDF of the article can be obtained here: <https://journals.uncc.edu/dialog/article/view/43>

Parent-teacher communication is a first step in increasing family engagement. Private childcare centers have been found to report less frequent parent-child communication than publicly funded early childhood education programs such as Head Start. Using a matched comparison group design, we tested the impact of a two-pronged intervention, the Family Map Inventory for Early Childhood (Family Map; family assessment) and Teaching Important Parenting Skills (TIPS; brief parenting interventions on broad array of topics), on parent-teacher communication in private childcare centers serving low-income families. The intervention included a 4-hour Family Map training and a 6-hour TIPS training aimed at improving parent-teacher communication. Trained teachers conducted Family Map interviews and implemented TIPS for four months. Results indicated: (1) teachers were willing to implement the Family Map/ TIPS intervention in private child care settings; and (2) the parents and teachers in the intervention group reported higher levels of parent-teacher communication than those in the comparison group.

Bokony, P.A., Whiteside-Mansell, L., & Swindle, T. (2013). Family Map Inventory and TIPS for Great Kids!: Tools for increasing parent-teacher communication. *The Special Issue on Parent Involvement and Engagement in Head Start for Dialog: The Research-to-Practice Journal for the Early Childhood Field*, 16 (1), 183-188.

A free PDF of the article can be obtained here: <https://journals.uncc.edu/dialog/article/view/51/119>

Family engagement during early childhood increases young children's school readiness and later school success. Parent-teacher communication is a key component in increasing family engagement. We tested the impact of a two-pronged intervention, the Family Map Inventory for Early Childhood (Family Map; family assessment) and Teaching Important Parenting Skills (TIPS; parenting education program), on parent-teacher communication in private childcare centers serving low-income families. The intervention included a four-hour Family Map training and a six-hour TIPS training. Trained teachers conducted Family Map interviews and implemented TIPS for four months. Results indicated: (1) teachers were willing to implement the Family Map and TIPS intervention in private child care settings; and (2) the parents and teachers in the intervention group reported higher levels of parent-teacher communication than those in the comparison group.