

Improving Relationships & Results: Building Family School Partnerships



National Center for Special Education
Accountability Monitoring (NCSEAM) in
collaboration with the Future of School Psychology
Task Force on Family School Partnerships



1

Where are we going today?

- Let's talk about family involvement
- What are some strategies to improve how we get families involved?
- Feedback & Goal-Setting



2

Indicator B-8

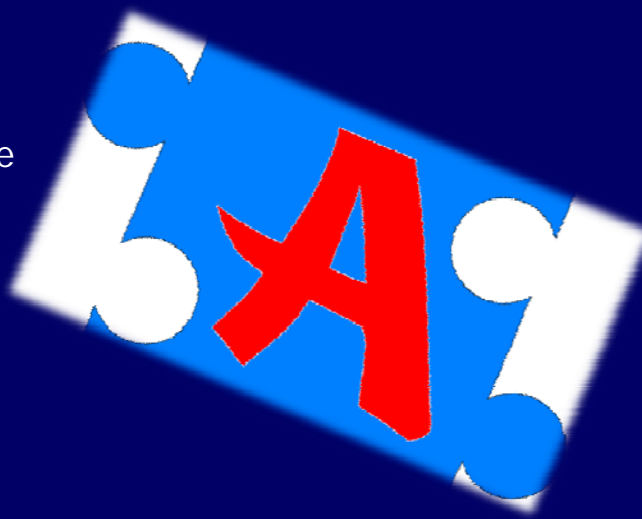
- Percent of parents with a child receiving special education services who report that **schools facilitated parent involvement** as a means of **improving services and results** for children with disabilities



3

The 4 A's

- Approach
- Attitude
- Atmosphere
- Actions



4

Developing Pathways to Partnerships

Prerequisite Conditions: "3 A's" must be in place for Actions to be accepted and effective



(Christenson & Sheridan, 2001; Sheridan & Kratochwill, 2008)

5

Establishing Rules

- Clear, Concise & Consistent
- Early
- Frequent
- Do vs. Don't



6

Steps for Effective Commands

- Close proximity
- Say child's name
- Maintain eye contact
- Use quiet voice



Steps for Effective Commands

- Give simple command
- Wait before reissuing
- Provide consequence



Rewarding Good Behavior

- Strengthening relationships
- Learned behavior
- Predicts future behavior



9

Types of Rewards

- Physical and Verbal Rewards
- Activity Rewards
- Tangible Rewards



10

Physical and Verbal Rewards

- Strengthen appropriate behavior
- Easy to Give
 - Smiles, Hugs, Kisses



Providing Praise

- IFEED
 - *Immediate*
 - *Frequent*
 - *Eye Contact*
 - *Enthusiastically*
 - *Descriptive*



12

Activity Rewards

- Preferred activities
 - Playing a game
 - Reading a story
 - Going for a walk



Tangible Rewards

- Combined with other rewards
 - Reward Menus
 - Grab Bags
 - Chart Moves



Things to Remember

- Working for rewards
- Decrease motivation?
- Not for inappropriate behavior!



Ignoring Behavior

- Early decisions
- Don't stop!
- Worse before improving



Steps to Ignoring Behavior

- Remove all attention
- Refuse to argue or scold
- Turn your head and avoid eye contact
- Don't show anger



17

Steps to Ignoring Behavior

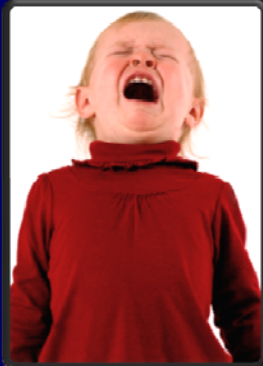
- Pretend the behavior isn't occurring
- Leave room or find other activity
- No material reward
- Attention when behavior stops



18

Behaviors to Ignore

- Whining & Fussing
- Pouting & sulking
- Crying & complaining
- Begging
- Tantrums



19

Behaviors NOT to be Ignored



- Hitting (self or others)
- Breaking Objects
- Throwing objects (that may cause injury)
- Potentially dangerous behavior



20




Questions for you. . .

- Taking local context into consideration, how might this information need to be modified?
- What are the potential barriers for using this model for behavior strategies?
- How can we overcome these barriers?
- What support is necessary from administration?
- What support is necessary from other school staff?
- How will we ensure this support is offered and barriers are overcome?



22



For More Information

- www.ed.gov
- www.accountabilitydata.org
- www.rrfcnetwork.org
- www.nectac.org
- www.fsp.unl.edu

We're Done for Today!

www.accountabilitydata.org



References

- Clark, L. (1996). *SOS: Help for Parents* (2nd ed.). Berkeley, CA: Parents Press.
- Forhand, R., & Long, N. (2002). *Parenting the Strong-Willed child*. Chicago: Contemporary Books.
- Jenson, W.R., Rhode, G. & Hepworth, M. (2003). *The Tough Kid Parent Book*. Longmont, CO: Sopris West.

25

Acknowledgments



- The National Center for Special Education Accountability Monitoring (NCSEAM) would like to take a moment and offer a very special thank you to the Future of School Psychology Task Force on Family School Partnerships. A great deal of information presented in these modules was contributed by this team and our sincere appreciation goes out to you for all your efforts.
- NCSEAM would also like to thank those who provided essential feedback to us throughout the development process.

26