

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



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Where are we going today?

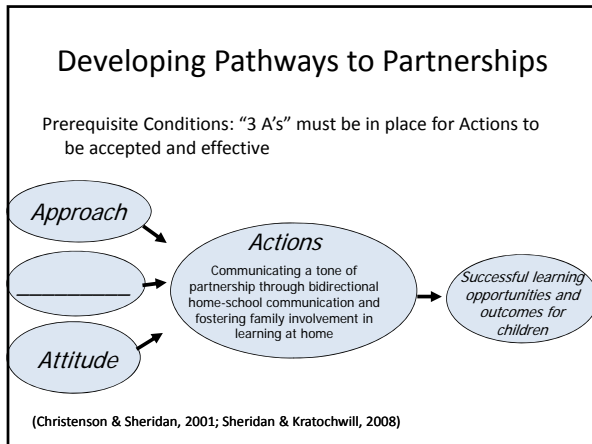
- Let's talk about family involvement
- What are some strategies to improve how we get families involved?
- Feedback & Goal Setting



The 4 A's

- Approach
- _____
- Atmosphere
- _____







ATTENTION
 Parents/Guardians of:

Student's Name: _____

Date: _____

Here is some information about how your school is trying to help your child.

Your student is having some difficulty in school and we want to help! The school will be giving your child extra help in the area of reading and/or math. Someone will be assigned to give extra help to your child a couple times a week. If you have any questions about how the school is making an effort to help your child improve his/her academic progress, please call:

Teacher's Name: _____

School Phone Number: _____

For more information about your rights and the role of the school system, check out the website for the Department of Education.

www. k12.tx.us

Or call the principal of your school during school hours.

ATTENTION
 Parents/Guardians of:

Student's Name: _____
 Date: _____

Here is some information about how your school is trying to help your child.

Your student is having some difficulty in school and we want to help! The school will be giving your child extra help in the area of behavior. We expect all students to follow the rules. If you have any questions about how the school is making an effort to help your child behave appropriately, please call:


For more information about your rights and the role of the school system, check out the website for the _____ Department of Education.
 www. _____ .k12. _____ .us

Or call the principal of your school during school hours.

Teacher's Name: _____
 School Phone Number: _____


Steps to Establish a Home-School Note

1. Conduct a _____
2. Select areas for improvement
3. Determine how the _____ will be defined
4. Determine the criteria for success
5. Design the _____
6. Establish responsibilities

 Adapted from William E. Pelham www.ccf.buffalo.edu; Kelley, M.L., 1990



Steps to Establish a Home-School Note

7. Explain the HSN to the _____ & obtain _____ about rewards
8. Establish the _____
9. _____ and _____ the program
10. _____ for everyone
11. Troubleshoot or _____ & _____

 Adapted from William E. Pelham www.ccf.buffalo.edu; Kelley, M.L., 1990



Conduct a Conference

- Convenient _____
- Convenient _____
- _____ input




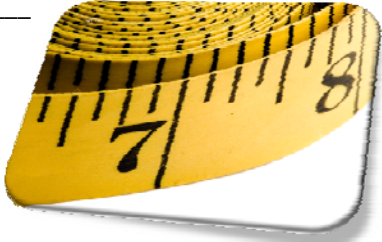
Select Areas for Improvement

- _____ behavior
- _____ concerns
- _____ goals



Determine Definition of Goals

- Measurable
- Mutually understood
- _____





Determine Criteria for Success

- 2-8 goals
- Frequent _____
- Reasonable _____



Design the Home School Note

- Layout
- _____ schedule
- _____ logistics



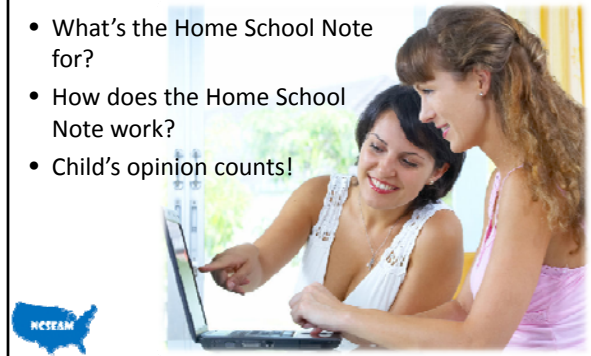
Establish Responsibilities

- _____
- _____
- _____



Explain Home School Note to Child & Brainstorm Rewards

- What's the Home School Note for?
- How does the Home School Note work?
- Child's opinion counts!



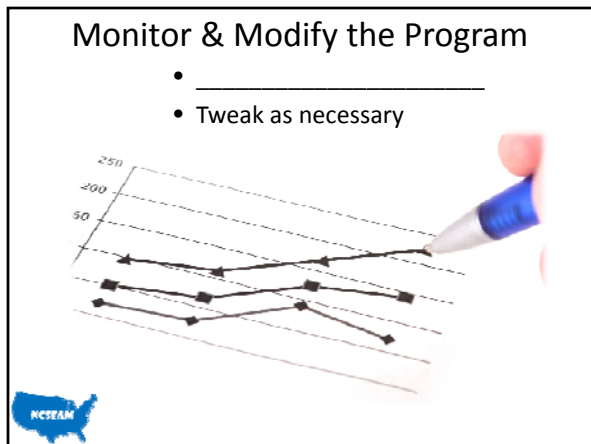
Establish the Reward System

- What gets rewarded?
- _____ vs. _____
- Level of _____



Monitor & Modify the Program

- _____
- Tweak as necessary



Feedback for Everyone

- Child
- _____
- Parent




Maintain & Fade or Troubleshoot

- Judging _____
- When to stop?
- Troubleshooting FAQ:
<http://ccf.buffalo.edu>





Sample Home School Note

Sample Daily Report Card

Child's Name _____ Date _____

	Special	Language Arts	Math	Reading	SS/Science
Follows class rules with no more than 3 rule violations per period.	Y N	Y N	Y N	Y N	Y N
Completes assignments within the designated time.	Y N	Y N	Y N	Y N	Y N
Completes assignments at 80% accuracy.	Y N	Y N	Y N	Y N	Y N
Complies with teacher requests. (no more than 3 instances of non-compliance per period)	Y N	Y N	Y N	Y N	Y N
No more than 3 instances of teasing per period.	Y N	Y N	Y N	Y N	Y N
OTHER					
Follows lunch rules (no more than 3 violations).	Y N	Y N			
Follows recess rules (no more than 3 violations).	Y N	Y N			
Total Number of Yeses	_____				
Total Number of Noes	_____				
Percentage	_____				
Teacher's Initials _____					
Comments _____					



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Sample Home-School Note

(Center for Effective Parenting, 2000)

School-Home Note

Name: _____ **Date:** _____

Completed ____% of classwork YES NO

Obedied class rules YES NO

Got along well with others YES NO

Teacher signature: _____

Comments: _____

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Daily Progress Report – Alex

😊 = 3

😊 = 2

😞 = 1

Points received _____

Daily goal reached:

Yes No

GOAL	READING 0-30 min	READING 30-60 min	READING 60-90 min	MATH 0-30 min
I will complete my work	😊😊😞	😊😊😞	😊😊😞	😊😊😞
I will stay in my assigned area	😊😊😞	😊😊😞	😊😊😞	😊😊😞

Name: _____ Date: _____

I can earn smiley faces for reaching my goals. If I get at least 7 smiley faces – I can choose a special activity. I can do it!

Time	I stayed in my work area.	I completed my work.	I had safe hands.	I used an inside voice.

Step 2: Review Your Selected Items. You can delete items that you had previously selected or move those items up or down to change the order in which they appear on the report. (NOTE: If you have not yet selected any items, proceed to Step 4.)

Move Item	Item	Response Choices
Up 1	Down 1	1-9 Never to Always
Item	Item	Percent/Behavior Display
Item	Item	Frequency/Behavior Display
Item	Item	Yes/No
Item	Item	Frowny Face-Smiley Face
Item	Item	1-3 Poor to Good
Item	Item	Accomplished/Not Accomplished

Behavior Report Card Items Selected

- The student wrote down homework assignments correctly and completely.
- The student left his or her seat only with permission during academic periods.
- The student was prepared for class, with all necessary school materials (e.g., books, pencils, papers).

Circle the degree to which the student met the behavioral goal:
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____
Never/ seldom Usually/ Always

Circle percentage of times the student showed this behavior out of total opportunities to engage in it:
0% _____ 10% _____ 20% _____ 30% _____ 40% _____ 50% _____ 60% _____ 70% _____ 80% _____ 90% _____ 100%

How many times did the student display the behavior?
0 times _____ 1/2 times _____ 1-3 times _____ 4-6 times _____ More than 6 times _____

Circle how well the student did in meeting the behavioral goal:
1 _____ 2 _____ 3 _____
Poor Fair Good

Did the student succeed in this behavioral goal?
 YES NO

Circle the degree to which the student met the behavioral goal:
1 _____ 2 _____ 3 _____
Frowny Face Smiley Face

The behavioral goal was:
 Accomplished Not Accomplished

Daily Behavior Report Card

Student: _____ Date: _____
Teacher: _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

The student traveled independently through the hallway, walking directly to his or her destination and not bothering other students or adults along the route.

Circle how well the student did in meeting the behavioral goal:
1 _____ 2 _____ 3 _____
Poor Fair Good

The student wrote down homework assignments correctly and completely.

Circle how well the student did in meeting the behavioral goal:
1 _____ 2 _____ 3 _____
Poor Fair Good

The student remembered academic instructions and directions without needing extra reminders.

Circle how well the student did in meeting the behavioral goal:
1 _____ 2 _____ 3 _____
Poor Fair Good

The student left his or her seat only with permission during academic periods.

Circle how well the student did in meeting the behavioral goal:
1 _____ 2 _____ 3 _____
Poor Fair Good

Weekly Monitoring Report

Student: _____
Teacher: _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Behavioral Target	Date				
	M	T	W	Th	F
The student traveled independently through the hallway, walking directly to his or her destination and not bothering other students or adults along the route. Selected degree to which the goal was met: 1 _____ 2 _____ 3 _____ Poor Fair Good	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G
The student wrote down homework assignments correctly and completely. Selected degree to which the goal was met: 1 _____ 2 _____ 3 _____ Poor Fair Good	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G
The student remembered academic instructions and directions without needing extra reminders. Selected degree to which the goal was met: 1 _____ 2 _____ 3 _____ Poor Fair Good	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G
The student left his or her seat only with permission during academic periods. Selected degree to which the goal was met: 1 _____ 2 _____ 3 _____ Poor Fair Good	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G	1-3 P-F-G

Monthly Monitoring Report																	
Student Name: _____																	
Start Date: Wk 1 ___/___/___ Wk 2 ___/___/___ Wk 3 ___/___/___ Wk 4 ___/___/___ M T W Th F M T W Th F M T W Th F M T W Th F																	
<i>The student traveled independently through the hallway, walking directly to his or her destination and not bothering other students or adults along the route.</i>																	
Good	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Good
Fair	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Fair
Poor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	Poor
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F		
<i>The student wrote down homework assignments correctly and completely.</i>																	
Good	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Good
Fair	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Fair
Poor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	Poor
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F		

Jackpot! Create Classroom-Friendly Reinforcer Surveys On-Line

Step 4: Select Reinforcer/Reward Items. Choose items to appear in your reinforcer survey or reward menu. You can write your own choices or select items from the reinforcer list below and edit them to suit your needs. Then click any of the 'Add Items' buttons to save your selections.

[Enter Your Own Item]
Add Items

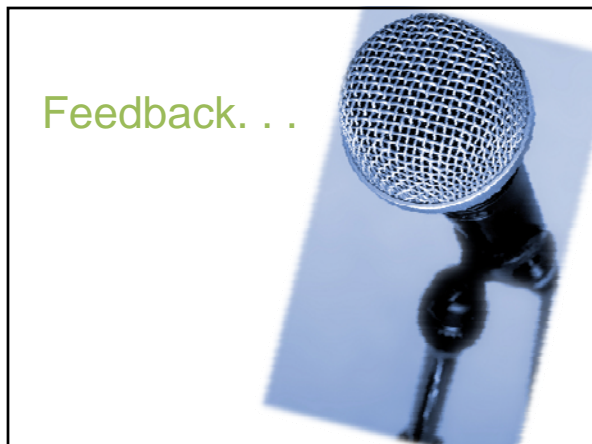
Academic Activities
Add Items

Adult Attention
Add Items

Edible Items
Add Items


Escape
Add Items


Non-Academic Activities
Add Items



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?
- 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?





For More Information

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

It's about Better Results

We're Done for Today!
www.accountabilitydata.org



References

- Blechman, E. A., Taylor, C. J., & Schrader, S. M. (1981). Family problem-solving versus home notes as early intervention with high-risk children. *Journal of Consulting and Clinical Psychology, 49*, 919-926.
- Kelley, M.L. (1990). *School-Home Notes: Promoting Children's Classroom Success*. The Guilford Press: New York.
- www.ccf.buffalo.edu
- www.fsp.unl.edu
- www.interventioncentral.org

Acknowledgments



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- NCSEAM would also like to thank those who provided essential feedback to us throughout the development process.

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Home School Notes: How to Establish a Home-School Daily Report Card

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Futures Task Force on Family-School Partnerships

Select the Areas for Improvement

Involve all school staff who work with the child in a discussion of the child's behavior.

Determine the child's greatest areas of impairment.

Define the goals toward which the child should be working in terms of these areas of impairment.

Determine How the Goals will be Defined

Identify specific behaviors, called "target behaviors" (TBs), that can be changed to facilitate progress toward the goals.

When establishing TBs, remember:

TBs must be meaningful behaviors that will help the child reach his goals.

TBs must be very clearly defined in a way that the child, teacher, & parents all understand.

TBs must be able to be observed and counted by the teacher and child.

A good DRC will contain between 3 and 8 TBs, depending on the child's age and ability.

Decide on Behaviors and Criteria for the DRC

Estimate about how often a child is doing the target behaviors.

Only include targets that are significant to the child's improvement.

Set a reasonable criterion for each target behavior. A criterion is a target level the child will have to meet in order to receive a positive mark for that behavior.

Explain the DRC to the Child

Meet with the teacher, parents and child.

Explain all aspects of the DRC to the child in a positive manner.

Explain that the DRC will be used to help him/her focus on important things during the day.

Explain that he/she will be earning rewards for behavior and performance at school.

Explain the procedure that will be used with the report card.

Establish a Home-Based Rewards System

The rewards provide motivation for the child to work towards a good DRC, and they are thus a necessary component.

Rewards must be selected by the child (in consultation with the parents).

Rewards should be arranged such that less preferred rewards can be earned for fewer positive marks, and more desired rewards are earned for better performance.

Also see: *Home-School Notes: How to Foster Positive Outcomes Using Daily Report Cards PPT and Handout*

Monitor and Modify the Program

Keep daily records of how often the child is receiving Yeses on each target.

Gradually shape the child into increasingly appropriate behavior by making the criterion harder once the child has begun to meet the criterion regularly.

Remember to combine the DRC with appropriate social reinforcement.

Trouble-shooting a DRC

If the system is not working to change the child's behavior, examine the program and make changes where appropriate.

For a list of possible problems and appropriate solutions for those problems, see the "Trouble Shooting a DRC" table available at

<http://ccf.buffalo.edu>

Consider Other Treatments

If, even after trouble-shooting and modification, the DRC is not sufficient to result in maximal improvement, consider additional behavioral components (e.g., more frequent praise, time out) and/or more powerful or intensive behavioral procedures (e.g., a point system).

Sample School DRC Targets

Academic Productivity

Completes X assignments within the specified time

Starts work X or fewer reminders

Behavior Outside the Classroom

Follows rules of the bus with X or fewer violations

Walks in line appropriately

Following Classroom Rules

Follows directions with X or fewer repetitions

Raises hand to speak with X or fewer reminders

Homework

Brings completed homework to class

DRC is returned signed the next day by parent

Sample DRC Targets

- Peer Relationships
- Shares/helps peers when appropriate with X or fewer reminders
- Fewer than X fights with peers
- Responsibility for Belongings
- Has materials necessary for class/subject area
- Brings DRC to teacher for feedback before leaving for next class/activity
- Teacher Relationships
- Appropriately asks an adult for help when needed
- Respects adults (talks back fewer than X times per period)
- Time Out Behavior
- Serves time outs appropriately
- Child serves time out w/o engaging in inappropriate behaviors

Sample Home Rewards

- Daily Rewards
- Snacks
- Choosing radio station in car
- Daily or Weekly Rewards
- Allowance
- Going over to a friend's house to play
- Weekly Rewards
- Renting movie video
- Going shopping/going to the mall

Sample School Rewards

- Children should be given a menu of rewards from which to choose. The following rewards can be added to the home-based rewards system:
- Free time for X minutes
- Eat lunch outside on a nice day
- Be teacher's helper
- Grade papers

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Evidence-Based Interventions Using Home-School Collaboration

What we know...

Model: (1) Positive school-home notes with reinforcement, and (2) Family problem solving board game

Goal:

- Promote children’s ***math performance*** using home notes and a problem-solving board game

Description:

- Good News Notes are sent home for improvements in math performance compared to baseline mean; rewards are earned at home when the child receives a note
- The family problem-solving board game “Solutions,” which consists of contingency contracts, the Good News Note, and rewards earned by the child, is played

Intervention Procedures:

- Upon initiation of home-notes, teachers send parents a personal letter regarding the process and possible data collection of their child’s results along with possible reward ideas
- Parents are instructed to deliver positive consequences when their child receives a “Good News Note”
- If the student does not exceed his/her baseline mean, no note is sent home and no rewards are earned
- Families are instructed on how to play “Solutions”

Methodological Rigor:

- Randomization
- Control or comparison group
- Equivalent mortality with low attrition
- Appropriate unit of analysis
- Sufficiently large N (N=335)
- Reliable outcome measures
- Multiple assessment methods
- Group equivalence established
- Educational-clinical significance of change assessed
- Program components documented
- Interventions manualized
- Null findings reported
- Measures support primary outcomes
- Implementation fidelity
- Site of implementation
- Tested for generalization of math skills

Results:

- The interventions significantly improved consistency in math performance (i.e., decrease class work scatter, or the standard deviation of daily scores) as compared to the control group
- Children in family problem-solving group maintained their accuracy
- Children in family problem-solving showed generalization to non-reinforced probes, while those in the school-home note only condition did not
- Teachers' opinion of children as "underachievers" did not change despite involvement in the intervention
- Students who were part of the two intervention groups did not show improvement in their math performance during timed tests
- Overall, the results from family problem-solving intervention (including home-note, contingency contracting, and reinforcement) resulted in a broader effectiveness of students maintaining their math accuracy, producing less variability in their math scores, and exhibiting generalization of math probes.

Selected Reference:

Blechman, E. A., Taylor, C. J., & Schrader, S. M. (1981). Family problem-solving versus home notes as early intervention with high-risk children. *Journal of Consulting and Clinical Psychology, 49*, 919-926.

What we don't know...

- Long term outcomes
- Longitudinal effects of home-notes and board game
- Effectiveness of both interventions with diverse populations
- Results of a similar type of program targeting other than "less scatter in class work" in math
- Results used with participants other than those in the 2nd to 6th grades