

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



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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



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The 4 A's

- Approach
- Attitude
- Atmosphere
- Actions



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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)

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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. .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:





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. .us

Or call the principal of your school during school hours.



Steps to Establish a Home School Note

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



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

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Steps to Establish a Home-School Note

7. Explain the Home School Note to the child & obtain input about rewards
8. Establish the reward system
9. Monitor and modify the program
10. Feedback for everyone
11. Troubleshoot or Maintain & Fade



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

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Conduct a Conference

- Convenient time
- Convenient location
- Mutual input



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Select Areas for Improvement

- Problematic behavior
- Academic concerns
- IEP goals



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Determine Definition of Goals

- Measurable
- Mutually understood
- Meaningful



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Determine Criteria for Success

- 2-8 goals
- Reasonable targets
- Frequent monitoring



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Design the Home School Note

- Layout
- Rating schedule
- Transportation logistics



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Establish Responsibilities

- Teacher
- Child
- Parent



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Explain HSN to Student & Brainstorm Rewards

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



Establish the Reward System

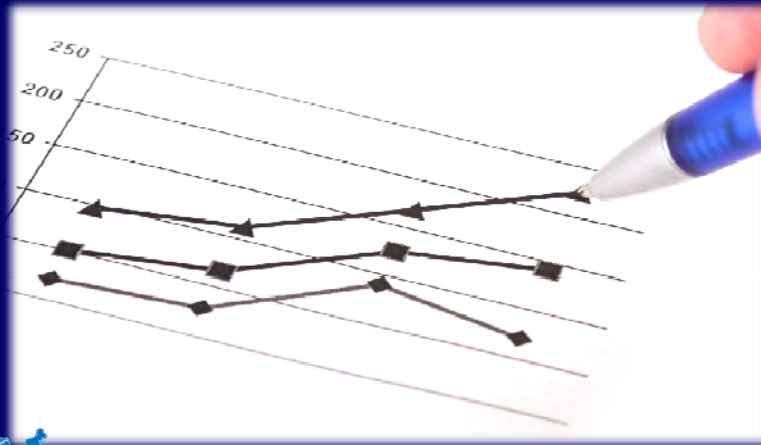
- What gets rewarded?
- Daily vs. weekly
- Level of desirability



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Monitor & Modify the Program

- Baseline data
- Tweak as necessary



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Feedback for Everyone

- Child
- Teacher
- Parent



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Maintain & Fade or Troubleshoot

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



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Sample Home School Note

Sample Daily Report Card

Child's Name: _____ Date: _____

	<u>Special</u>	<u>Language Arts</u>	<u>Math</u>	<u>Reading</u>	<u>SS/Science</u>
	Y N	Y N	Y N	Y N	Y N
Follows class rules with no more than 3 rule violations per period.					
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 noncompliance 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
<u>OTHER</u>					
Follows lunch rules (no more than 3 violations).	Y	N			
Follows recess rules (no more than 3 violations).	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.



Home –
School Note



The Behavior Reporter

Create Daily & Weekly Behavior Report Cards On-Line

Step 1: Customize Your Forms. You can personalize all choices by typing in the student's first name and selecting the student's gender. You can also change the font style and letter size or write personalized directions to appear in the final form. (NOTE: You MUST click the 'Save Your Preference Settings' button in order to save your selected preferences.)

Student Name: Type in the student's name to personalize each item.

Student First Name

Student Gender: Select the student's gender to personalize each item.

No Gender Selected ▾

Font: Change the text font in the reports that you create.

San Serif ▾

Text Size: Change the size of the text appearing in your reports.

Small Text Size ▾

Behavior Report Card Form Name: If you prefer a title other than Behavior Report Card for your form, write that title here.

Behavior Report Card

Behavior Report Card Directions: Write your own directions for the Behavior Report Card or use the directions that appear here.

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.

Save Your Preference Settings

Erase Your Preference Settings

[Enter Your Own Item]

Ballway Behaviors

The student walked appropriately through the class, staying in single file, remaining quiet.

The student traveled independently through the hallway to his or her destination and not bothering others.

Between classes, the student traveled quickly and avoided spending too much time socializing.

Homework Behaviors

The student wrote down homework assignments.

The student took all work materials home to her homework assignments.

The student turned in his or her completed homework.

Inattentive/Hyperactive Behaviors

The student focused his or her attention on classroom lessons and assigned work.

The student thought about the consequences of his or her actions.

The student sat in class without fidgeting, tapping, or making noises.

The student remembered academic instructions needing extra reminders.

The student left his or her seat only with permission.

The student refrained from repetitive motor activities (e.g., tapping) and did not play with objects during class.

Physical Aggression Behaviors

The student treated others appropriately, and did not intimidate them.

The student avoided engaging in rough, physical play with other students.

The student kept hands to self and did not throw or damage property without permission.

The student refrained from making physical contact with staff members.

The student treated the property of other students and staff with respect.

School-Work Behaviors

The student was motivated to work on class assignments/projects.

The student took care in completing his or her assignments and avoided careless errors.

The student completed and turned in his or her assigned class work on time.

The student was prepared for class, with all necessary school materials (e.g., books, pencils, papers).

The student arrived on time to school or to class.

The student was able to complete in-class work independently, and did not require adult or peer help.

The student participated fully in group discussions.

The student took notes on lecture content, capturing the essential information presented.

The student was willing to ask for peer or teacher assistance whenever he or she required help on coursework.

The student worked independently outside of the classroom to improve his or her academic skills.

Socially Withdrawn Behaviors

The student showed appropriate independence in the classroom and did not cling to adults.

The student appeared relaxed, with little sign of anxiety or fear at being in school.

The student was spontaneously included by peers in group work and play situations.

The student interacted with peers in a friendly manner, without the student being bullied or teased.

The student accepted corrective feedback from staff without emotionally withdrawing or making negative comments.

Verbal Behaviors

The student spoke respectfully and complied with adult requests without argument or complaint.

The student avoided saying things that were not true to classmates or adults.

The student was respectful of other students' feelings and avoided teasing them.

The student took responsibility for his or her own mistakes or misbehaviors and did not attempt to shift blame onto others.

The student was quiet during work or study periods, and did not make noises or call out.

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. Select degree to which the goal was met: 1.....2.....3 Poor Fair Good	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G
The student wrote down homework assignments correctly and completely. Select degree to which the goal was met: 1.....2.....3 Poor Fair Good	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G
The student remembered academic instructions and directions without needing extra reminders. Select degree to which the goal was met: 1.....2.....3 Poor Fair Good	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G
The student left his or her seat only with permission during academic periods. Select degree to which the goal was met: 1.....2.....3 Poor Fair Good	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G	1..2..3 P..F..G	1..2..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

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

Good	3 3 3 3 3 3	3 3 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 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 1 1	1 1 1 1 1 1	Poor
	M T W Th F	M T W Th F	M T W Th F	M T W Th F	

The student wrote down homework assignments correctly and completely.

Good	3 3 3 3 3 3	3 3 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 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 1 1	1 1 1 1 1 1	Poor
	M T W Th F	M T W Th F	M T W Th F	M T W Th F	

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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]

Academic Activities
 The student will be appointed timekeeper for an activity, announcing a 5-minute warning near end of the activity, and informing the group when the

Adult Attention
 The student will help the teacher to prepare or present a lesson.

Edible Items
 The student will receive candy, gum, or other edible treats.
 The student will select the pizza toppings for a class pizza party.

Escape
 The student will receive a pass to "Get out of one homework assignment item of your choice".

Non-Academic Activities
 The student will complete chores or helpful activities around his or her classroom.
 The student will deliver school-wide announcements.

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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?



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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

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- 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

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