



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





Indicator B-8

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



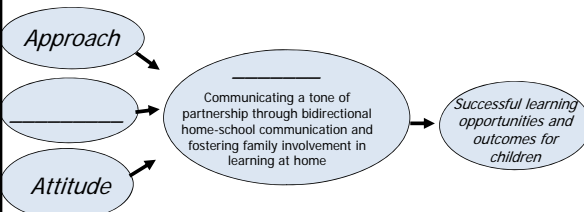
The 4 A's

- Approach
- _____
- Atmosphere
- Actions



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)


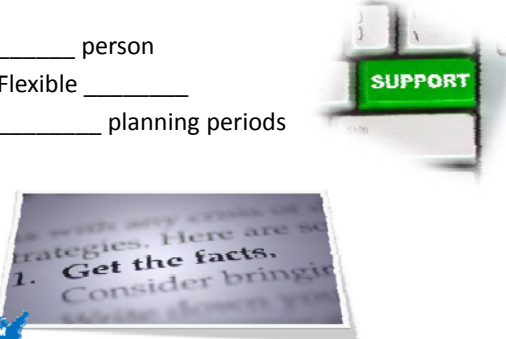
Importance of Homework

- _____ connections
- Extending _____ environment
- Reinforcement
- Promotes _____






School Responsibilities

- _____ person
- Flexible _____
- _____ planning periods





Communicating about Homework

- Homework _____
- _____ sites
- _____ Planner
- Email; _____; phone; _____





Schools Can Establish . . .

- _____ halls
- Community _____
- Homework club
- _____ programs





Tips for Teachers


- Communication routines
 - List of _____ projects
 - Homework _____
 - _____ & consistency



Tips for Teachers


- Positive _____ system
- Review assignments
- Prompt _____







Tips for Teachers

- Indicate _____
- _____ differences
- Homework not complete?




Tips for Parents


- Scheduled _____ activity
- Establish a routine
- Decrease _____



Tips for Parents





- _____ tasks
- Monitor _____
- Provide _____ & reinforcement




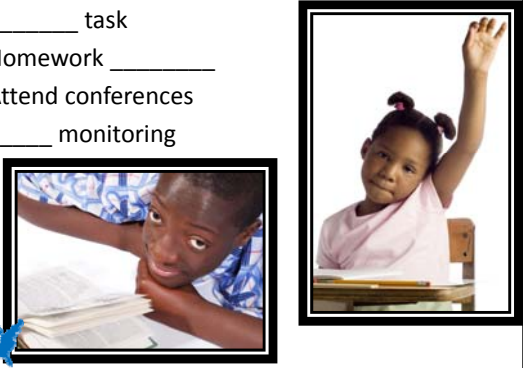
Tips for Parents

- Promote _____
- Allow breaks
- Incorporate _____



Student Responsibilities

- _____ task
- Homework _____
- Attend conferences
- _____ monitoring





Feedback . . .



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 homework 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?





For More Information

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

It's about Better Results

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



References

- Bowen, J., Olympia, D., & Jenson, W. (1996). *Homework partners: Practical strategies for parents and teachers. Study buddies: Parent tutoring tactics*. Longmont, CO: Sopris West.
- Bryan, T., & Sullivan-Burstein, K. (1998). Teacher-selected strategies for improving homework completion. *Remedial and Special Education, 19*, 263-275.
- Epstein, M. H., Munk, D. D., Bursuck, W. D., Polloway, E. A., & Jayanthi, M. (1999). Strategies for improving home-school communication about homework for students with disabilities. *The Journal of Special Education, 33*, 166-176.
- Hoover-Dempsey, K.V., Bassler, O.C., & Burow, R. (1995). Parents' reported involvement in students' homework: Strategies and practices. *The Elementary School Journal, 95*, 435-450.
- Jenson, W. R., Sheridan, S. M., Olympia, D., & Andrews, D. (1994). Homework and students with learning and behavior disorders: A practical, parent-based approach. *Journal of Learning Disabilities, 27*, 538-548.
- Olympia, D., Jenson, W., & Hepworth-Neville, M. (1996). *Homework partners: Practical strategies for parents and teachers. Sanity savers for parents: Tips for tackling homework*. Longmont, CO: Sopris West.

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.

22

Tips for Self Monitoring Homework Completion Using Graphing Exercises

- Self-monitoring and graphing are effective ways to increase students homework completion and aid in organization
- Set aside 5-10 minutes to collect and check homework
- Graphing should be used for any area homework is assigned (spelling, math, reading)
- Older students can have peers check each other's homework completion
- Designate colors to be used for graphing (see example):
 - Red - homework not turned in
 - Green - turned in and complete
 - Yellow - late, but complete
- Students will color in a square for the day and subject area
- Charts can be gathered weekly and checked for accuracy
- Charts can be sent home and signed by parents
- Charts can be used in conjunction with a reinforcement program or alone

Reference

Bryan, T., & Sullivan-Burstein, K. (1998). Teacher-selected strategies for improving homework completion. *Remedial and Special Education, 19*, 263-275.

HOMEWORK SELF-MONITORING FORM

Name: _____

Parent Signature Week 1: _____

Parent Signature Week 2: _____

Parent Signature Week 3: _____

<i>Week 1</i>					
<i>Week 2</i>					
<i>Week 3</i>					

SUBJECT AREAS MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

Bryan, T., & Sullivan-Burstein, K. (1998). Teacher-selected strategies for improving homework completion. *Remedial and Special Education, 19*, 263-275.

**EXAMPLE OF A COMPLETED
 SELF MONITORING FORM**

Name: _____

Parent Signature Week 1: _____

Parent Signature Week 2: _____

Parent Signature Week 3: _____

Week 1	Spelling	Red	Green	Red	Yellow	Yellow
	Math	Red	Green	Green	Green	Yellow
Week 2	Spelling	Yellow	Green	Red	Red	Yellow
	Math	Yellow	Green	Yellow	Green	Green
Week 3	Spelling	Green	Green	Yellow	Yellow	Yellow
	Math	Green	Green	Green	Green	Green
SUBJECT AREAS		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Bryan, T., & Sullivan-Burstein, K. (1998). Teacher-selected strategies for improving homework completion. *Remedial and Special Education, 19*, 263-275.

Tips for Parents: Using Praise and Rewards

Praise...

Praise often! Don't be stingy with praise!!

Praise your child at least 10 times per day! (It might feel awkward at first, but soon it will be second nature!)

Praise your child as soon as you see the behavior you are interested in.

When praising children, follow the IFEED Rules:

Immediate – provide praise immediately after the appropriate behavior

Frequent – provide praise as frequently as possible

Eye contact – make eye contact with the child

Enthusiastically – be enthusiastic when praising

Descriptive – describe specifically the behavior that you are praising

Rewards...

Many Types of Rewards can be Used:

- Physical and Verbal Rewards
 - Powerful and effective at strengthening appropriate behavior
 - Easy to implement
 - Examples:
 - Smiles
 - Hugs
 - Kisses
 - Words of praise
- Activity Rewards
 - Doing something that your child really likes to do
 - Examples:
 - Playing a game
 - Reading a story
 - Going for a walk
- Tangible Rewards (should be combined with other rewards such a praise)
 - Stickers
 - Candy
 - Small toys

Reminders when Using Rewards:

- ✓ Make sure you provide the reward as soon as possible after the behavior is displayed
- ✓ Rewards should be specific, special, and immediately available
- ✓ Rewards should be things the child is not able to get all of the time

Motivating your Child...

Make Motivation Fun!!

Unique ways to provide motivation and frequent recognition for positive behavior:

- ✓ Grab Bags:

When the child has met a preset goal they are allowed to pick from a bag containing 15-20 small pieces of paper with rewards written on them.

- ✓ Chart Moves:

Every time a child completes a certain task they are able to connect a dot on a dot-to-dot picture. At certain points the child is able to receive a reward. This allows the student to track their progress and determines when rewards will be given. Chart moves can increase good behavior and help the child become more aware of his/her own behavior.

- ✓ Reward Menus

The adult and child jointly select items to be used as rewards for appropriate behaviors. Rewards should not cost a lot of money, not take a lot of time, and should be natural whenever possible.

References

Clark, L. (1996). *SOS: Help for parents* (2nd ed.). Berkeley, CA: Parents Press.

Jenson, W. R., Rhode, G, & Hepworth, M. (2003). *The tough kid parent book*. Longmont, CO: Sopris West.

Evidence-Based Family-School Interventions with Homework

What we know...

Model: Homework Strategies

Goal:

- Provide effective homework strategies
- Complete school work, reinforce academic learning, and promote home-school communication
- Extend the learning environment and provide a natural connection between home and school
- Involve parents in homework

Description:

- Provide communication strategies for teachers, parents, and students related to homework
- Offer suggestions for parents regarding establishing an appropriate homework environment within the home
- Provide suggestions for teachers and schools to improve homework effectiveness

Methodological Rigor of Various Studies:

- Appropriate unit of analysis
- Appropriate outcome measures utilized
- Multiple assessment methods
- Information obtained from multiple sources
- Educational-clinical significance of change assessed
- Studies conducted in natural environments

Results:

- There is a positive relationship between homework completion and academic completion, for students with and without learning difficulties
- Several studies have shown that specific strategies are effective in increasing the quantity, as well as the quality of homework completed
- Suggested strategies have been associated with an increase in parental involvement in their child's academics

Selected References:

Bryan, T., & Sullivan-Burstein, K. (1998). Teacher-selected strategies for improving homework completion. *Remedial and Special Education, 19*, 263-275.

Epstein, M. H., Munk, D. D., Bursuck, W. D., Polloway, E. A., & Jayanthi, M. (1999). Strategies for improving home-school communication about homework for students with disabilities. *The Journal of Special Education, 33*, 166-176.

Jenson, W. R., Sheridan, S. M., Olympia, D., & Andrews, D. (1994). Homework and students with learning and behavior disorders: A practical, parent-based approach. *Journal of Learning Disabilities, 27*, 538-548.

What we don't know...

- Outcome effects with longitudinal studies of early interventions
- Effects with significantly larger sample with random assignment
- Effectiveness with a culturally and linguistically diverse population
- Long-term outcomes of strategies
- Effectiveness of homework completion among various academic subject areas