Improving Relationships & Results: Building Family School Partnerships

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

- Approach
- _________
- Attitude
- _________

Communicating a tone of partnership through bidirectional home-school communication and fostering family involvement in learning at home

Successful learning opportunities and outcomes for children

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

Importance of Homework

- _________ connections
- Extending _________ environment
- Reinforcement
- Promotes _________

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?
Improving Relationships & Results: Building Family School Partnerships

For More Information
- www.ed.gov
- www.accountabilitydata.org
- www.rfcnetwork.org
- www.nectac.org
- www.fsp.unl.edu

It’s about Better Results

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

References

National Center for Special Education Accountability Monitoring in collaboration with the Future of School Psychology Task Force on Family School Partnerships
www.accountabilitydata.org

www.accountabilitydata.org
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.
Tips for Self Monitoring HomeworkCompletion

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

HOMEWORK SELF-MONITORING FORM

Name: __________________________________________________________

Parent Signature Week 1: _________________________________________

Parent Signature Week 2: _________________________________________

Parent Signature Week 3: _________________________________________

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EXAMPLE OF A COMPLETED SELF MONITORING FORM

Name:___________________________________________________________

Parent Signature Week 1:___________________________________________

Parent Signature Week 2:___________________________________________

Parent Signature Week 3:___________________________________________

Week 1
Spelling
Math

Week 2
Spelling
Math

Week 3
Spelling
Math

SUBJECT AREAS  MONDAY  TUESDAY  WEDNESDAY  THURSDAY  FRIDAY

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 as 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


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:


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