

# 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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## Trouble Areas

- Computation Skills
- Math Fluency
- Math Applications



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## Tips to Share with Parents

- Praise Effort
- Additional Motivators
- Keep time reasonable



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## Interventions for Families

- Interspersing Techniques
- Explicit Timing
- Cover, Copy, & Compare



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## Interspersing Techniques

- Complete academic tasks
- Worksheets
- Flashcards



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## Explicit Timing

- Fluency
- Materials



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## Explicit Timing



- Procedure
- Evaluation



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## Cover, Copy, Compare

- Improve Accuracy
- Done Independently
- Materials



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## Cover, Copy, Compare

- Procedure
- Evaluation



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## Interventions for School

- Reciprocal Peer Tutoring with Parent Involvement
  - Student Pairs
  - Set Goals
  - Repeated Practice
  - Parental Rewards



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## Reciprocal Peer Tutoring with Parent Involvement

- Parental Involvement
- Materials



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## Reciprocal Peer Tutoring with Parent Involvement

- Introductory Procedures
  - Student Overview
  - Send Parent Letter
  - Divide into Pairs



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## Reciprocal Peer Tutoring with Parent Involvement

- Each Week:
  - Choose reward
  - Meet with team
  - Determine individual goals



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## Reciprocal Peer Tutoring with Parent Involvement

- Each Session:
  - Flash Cards
  - Correct/Incorrect Answers
  - Switch Roles



## Reciprocal Peer Tutoring with Parent Involvement

- After each session:
  - Drill Sheets
  - Correct/Incorrect Answers
  - Rewards



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Feedback. . .



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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 to encourage math performance?
- 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](http://www.ed.gov)
- [www.accountabilitydata.org](http://www.accountabilitydata.org)
- [www.rrfcnetwork.org](http://www.rrfcnetwork.org)
- [www.nectac.org](http://www.nectac.org)
- [www.fsp.unl.edu](http://www.fsp.unl.edu)



**We're Done for Today!**  
**[www.accountabilitydata.org](http://www.accountabilitydata.org)**



## References

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