

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



2

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



3

The 4 A's

- Approach
- Attitude
- Atmosphere
- Actions



4

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)

5

Reading

- >17.5% Encounter Reading Problems
- 85% of Delinquent Children are Illiterate
- 75% Adult Inmates are Illiterate
- \$224 Billion Per Year



6

Fostering Literacy

- Development of Child's Attitude
- Importance of Reading



7

Teacher's Role

- Speak Regularly with Parent
- Respect Parent's Perspective
- Interventions/ Support Programs



8

Reading Strategies

- Dialogic Reading
- Literacy Programs
 - Family
 - Home
 - School
- Parent Tutoring
- Parent Encourage Pupils (PEP)



9

Dialogic Reading

- Promotes Early Literacy
- Child As Active Participant In Shared Reading
- Encouragement for:
 - Responses
 - Engagement



10

Adult Questions

- Pre-Readers:
 - Individual Pages
 - Descriptive Questions
 - Objects, Actions, and Events



11

Adult Questions

- Early Readers:
 - Focus Questions:
 - Whole Story
 - Relations



12

CROWD Questions

- C – Completion
- R – Recall
- O – Open ended
- W – What, When, Where, Who, Why
- D – Distancing



13

PEER Interactions

- P - Prompt
- E – Evaluate
- E – Expand
- R – Repeat



14



FAMILY LITERACY

- Enhance Achievement and Motivation
- Increase Interest and Attitude



16

School Literacy Component

- 3-5 Times Per Week
- Model Reading Activities
- Lead Story Discussions
- Practice "Very Own Words"



17

Home Literacy Component

- Provide Parents Materials
 - Storyboard, Literacy Program Handbook, Highlights



18

Home Literacy Component

- Parents
 - Read to and with child
 - Help with “Very Own Words”
 - Attend Literacy Center, Group Meetings
 - Record Activities



19



20

Parent Tutoring



- Takes Place At Home
 - *School Year: 2 to 3 Times Per Week*
 - *Summer: Daily*
- Gives Parents Opportunity to Get Involved
- Increases Home-School Communication



21

Implementing Parent Tutoring

- Train Parents
 - Teach
 - Show
 - Demonstrate
- Conduct Follow-Ups



22

Implementing Parent Tutoring

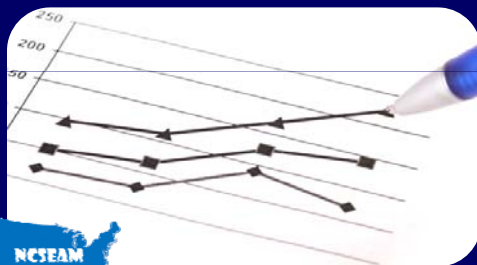
- Words Correct Per Minute-WCPM
- Reading Materials Provided



23

Materials:

- Quiet, Well-Lit Area
- Reading Materials
- Timer
- "Parent Check" Worksheet
- Progress Chart



24

Directions for Parents:

- Select Text-Not Too Easy or Hard
- Start at Specific Point
- Instruct Child to Read (10 Minutes)



25

Implementing Parent Tutoring:

- Oral Reading Procedure
- Error Correction
- Parent Check



26

Parent Tutoring: Final Steps

- Ask Parents To Share WCPM Chart
- Discuss New Reading Materials
- Praise Parent for Their Work

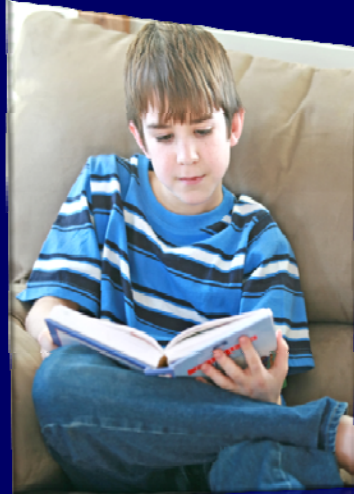


27



28

Parents Encourage Pupils



- Parents Encourage:
 - A) Read a Book
 - B) Reading Homework
 - C) Read Word Lists
 - D) Play Reading Games

**10-Points Per Activity*



29

Parents Encourage Pupils

- Routine for Completion
- Calendar Returned



30

Parents Encourage Pupils

- School and Home Points Combined
- Rewards based on points!



31

Feedback. . .



32

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 better reading habits?
- 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?



33

For More Information

- www.edpubs.ed.gov
- 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

- Gortmaker, V., Dally, E., McCurdy, M., Persampieri, M., & Hergenrader, M. (2007). Improving reading outcomes for children with learning disabilities: using brief experimental analysis to develop parent-tutoring interventions. *Journal of Applied Behavior Analysis*, 40, 203- 221.
- Hook, C. & DuPaul, G. (1999). Parent tutoring for students with attention-deficit/hyperactivity disorder: effects on reading performance at home and school. *School Psychology Review*, 28, 60-75.
- Morrow, L. & Young, J. (1997). A family literacy program connecting school and home: effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology*, 89, 736-742.
- Shuck, A., Ulsh, F., & Platt, J. (1983). Parents encouraging pupils (PEP): An innercity parent involvement reading project. *The Reading Teacher*, 524-528.
- Whitehurst, G. & Lonigan, C. (1998). Child development and emergent literacy. *Child Development*, 69, 848-872
- Whitehurst, G., Arnold, D., Epstein, J., Angell, A., Smith, M., & Fischel, J. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology*, 30, 679-689.

36

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.

37