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 parent involvement as a means of improving services and results for children with disabilities.

Ask yourself:

- How do you approach & view family involvement with schools?

- What are your attitudes and beliefs about building connections between families & schools?
Ask yourself:

- Is the atmosphere of your school/classroom inviting & family friendly?

- What do you do to promote communication & partnerships with families?

The 4 A’s

- Approach
- Attitude
- Atmosphere
- Actions
Developing Pathways to Partnerships

Prerequisite Conditions: “3 A’s” must be in place for Actions to be accepted and effective

- **Approach**
- **Atmosphere**
- **Attitude**

**Actions**
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)

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**Approach**
- Families & educators
- Shared responsibility
- Relationships vs. roles

Back to school
Improving Relationships & Results: Building Family School Partnerships

**Communication Strategies Module**

**Approach**

- Empowerment
- Importance
- Cooperate & communicate

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**Approach**

- Involvement
- Co-teachers
- Information & resources

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Communication Strategies Module

Attitude
- Feelings about partnerships
- Healthy & constructive

Attitude
- Strengths
- Information & support
- Perspectives
- Unique expertise
Attitude

- Parent’s perspective
  - Parents place?
  - Parents as equals?
  - Value comments?
  - Listen & attend?

Atmosphere

- Appreciate differences
- Difficulties & conflicts
- Support all families
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Communication Strategies Module

Creating the Atmosphere:
- Open
- Welcoming classroom
- Time spent
- No assumptions or generalizations

Actions
- No “one” approach
- Current practice
- Communication

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How can we accomplish this?

Effective Communication

- Meeting times
- 2 positive: 1 negative
- Regular progress reports
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Effective Communication

- Tone of partnership
- Helping at home
- Clear statements & problem solving

Effective Communication

- Concerned expressions
- Goal achievement
- Solicit information
- Check understanding

Contact Us
Administrative Support

- Policies for partnership
- Low literacy
- Non-English speakers

Administrative Support

- Professional staff development
- Parent opportunities
Key points

- Time
- Not equal
- Commitment

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 of communication techniques?
- 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
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References


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