

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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Ask yourself:



- How do you approach & view family involvement with schools?
- What are your attitudes and beliefs about building connections between families & schools?



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Ask yourself:

- Is the atmosphere of your school/classroom inviting & family friendly?
- What do you do to promote communication & partnerships with families?



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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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Approach

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



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Approach

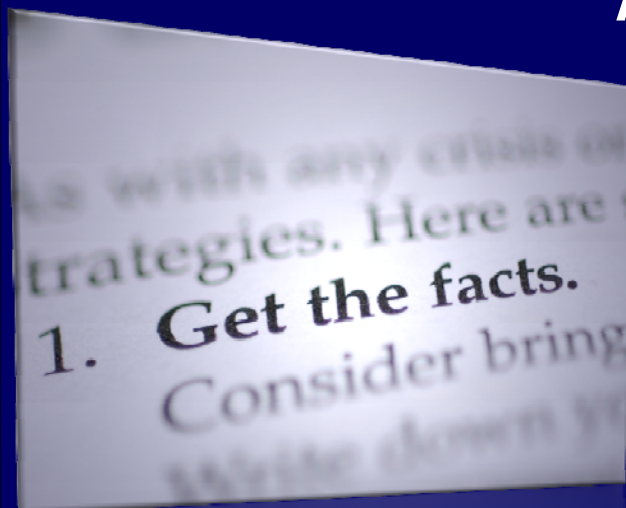
- Empowerment
- Importance
- Cooperate & communicate



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Approach

- Involvement
- Co-teachers
- Information & resources



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Attitude

- Feelings about partnerships
- Healthy & constructive



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Attitude

- Strengths
- Information & support
- Perspectives
- Unique expertise



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Attitude

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



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Atmosphere

- Appreciate differences
- Difficulties & conflicts
- Support all families




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Creating the Atmosphere:



- Open
- Welcoming classroom
- Time spent
- No assumptions or generalizations



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Actions

- No "one" approach
- Current practice
- Communication



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How can we accomplish this?



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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

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Effective Communication

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



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Administrative Support

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




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Administrative Support

- Professional staff development
- Parent opportunities




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Key points

- Time
- Not equal
- Commitment



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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 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?



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For More Information

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



We're Done for Today!

www.accountabilitydata.org



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