

# 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

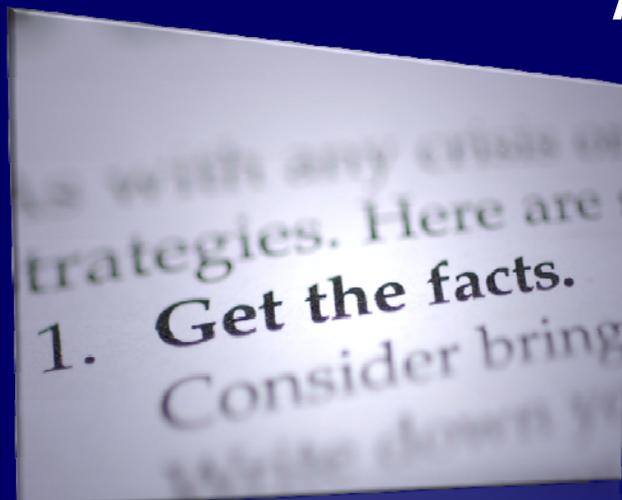
- Empowerment
- Importance
- Cooperate & communicate



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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](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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