PARENT AND TEACHER PERCEPTIONS OF THE RELATIONSHIP BETWEEN
HOME-SCHOOL COLLABORATION AND STUDENT SUCCESS IN THE CLASSROOM
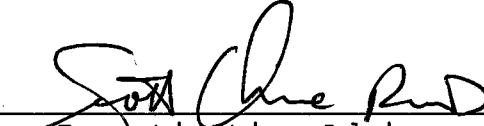
by

Kristina L. Faust-Horn

A Research Paper

Submitted in Partial Fulfillment of the
Requirements for the
Master of Education Degree
With a Major in

School Psychology

Approved: 3 Semester Credits

_____
Investigation Advisor

The Graduate School
University of Wisconsin-Stout
January 2003

The Graduate School
University of Wisconsin - Stout
Menomonie, WI 54751

ABSTRACT

Faust-Horn	Kristina	L.
(Writer) (Last Name)	(First)	(Initial)

PARENT AND TEACHER PERCEPTIONS OF THE RELATIONSHIP BETWEEN
HOME-SCHOOL COLLABORATION AND STUDENT SUCCESS IN THE CLASSROOM
(Title)

The proposed study will be conducted through a review and
analysis of current research and literature related to
home-school collaboration. The study will focus on the
importance of home-school collaboration in student achievement
and will review past research efforts in the area. The
additional purpose of this paper is to propose a study that
will investigate how the perceptions held by parents and
educators related to this collaboration influences the
academic success achieved by students in the classroom.

TABLE OF CONTENTS

CHAPTER ONE

Introduction

President George W. Bush signed the "No Child Left

Behind" Act of 2001 into law on January 8, 2002. Stronger

accountability for educational results is one of the four

principles on which the law is based (U.S. Department of

Education, 2002).

> "As a component of the school-level parental
>
> involvement policy developed under subsection (b),
>
> each school served under this part shall jointly
>
> develop with parents for all children served under
>
> this part a school-parent compact that outlines how
>
> parents, the entire school staff, and students will
>
> share the responsibility for improved student
>
> academic achievement and the means by which the
>
> school and parents will build and develop a
>
> partnership to help children achieve the State's
>
> high standards" (PL 107-110, Sec. 1118, d).

Many states, including Wisconsin, require students to pass a

high school graduation examination before granting them a

diploma. With the increased emphasis on accountability and

measurement of standards in education (Teed, 2002), educators

are searching for ways to improve student success in the

classroom. Home-school collaboration requires concerted effort, but research has shown it to be an effective process for helping students achieve optimal success in school (e.g., Christenson, 2002; Elizalde-Utnick, 2002).

"Home-school collaboration requires recognition by all involved that educational outcomes are influenced by events in the home, by events in school, and by the continuity between home and school environments" (Christenson, 1995, pg.254). It is a dynamic process that enables those involved to work together to create solutions (Sheridan, 1992).

The partnership between home and school can impact a student's grades, behavior within the classroom, attendance, test scores, and self-esteem. Home and school have traditionally been viewed as two separate systems with "separate roles and responsibilities in educating children" (Marti & the Conjoint Behavioral Consultation (CBC) Research Group, 2000, pg.3). In order for a successful home-school collaboration to develop, parents and educators must identify, break down, and remove barriers which may impede the process.

Socio-economic level, chaotic home situations, cultural differences, and level of parental education are often perceived by educators as barriers to establishing successful home-school collaborations (Knoff & Raffaele, 1999). Educators need to re-examine their "misconceptions about the ways

families support children's learning, fear of reaching out to families due to cultural or linguistic differences, stereotypes about poor, minority families, and/or pitying families for their situations and therefore holding lower expectations for children's performance" (Esler, Godber, & Christenson, 2002, pg. 396) so they are more receptive to including all families in the collaboration process. Children from families at risk frequently struggle with academic, behavioral, or social difficulties in school (e.g., Christenson, 1995; Esler, et al. 2002). Parents from families considered at risk want to be involved in their children's schooling but are often at a loss for how to do it (Forman & Lewis, 2002). Home-school collaboration should begin early in a child's schooling and be an integral part of the school climate (Knoff & Raffaele, 1999).

Components that can aid in creating a climate that encourage parental involvement include social activities that include families and schools, and reaching out into the community to establish more informal contacts with families. Making school more family-friendly by offering after-school programs that involve parent, educator, and community volunteers, and recognizing and celebrating the diversity within a school, among a variety of other initiatives, contribute to effective collaboration (Esler, et al. 2002).

"Nowhere is the task of creating the conditions necessary for school and parent partnerships more challenging than in schools already struggling under persistent low academic achievement, principal instability, real or perceived violence, and disengaged students, parents and teachers" (Nichols-Solomon, 2001, pg.36). Educators and parents must work together to change the status quo without placing blame on each other for the past.

While parent and educator participation are both essential to home-school collaboration, the onus for establishing a successful system rests with the educators (Marti & CBC Research Group, 2000, pg.3). Educators need to "examine the organizational climate that exists within our schools and the (often covert) messages about involvement that we send to parents" (Knoff & Raffaele, 1999, pg.449). The collaboration process should be pro-active, with a systematic approach taken to offer opportunities for parents to come into school to learn about the collaboration process, and, if that is not possible, efforts should be made to make contact with parents at home and in their community. While parents may feel they do not have the qualifications to make an impact on their child's educational experience, adults who live and interact with children are involved in the process on some level (Doxie, 2001). Parents who are allowed to share

ownership in the education of their children may feel that "intellectual development aimed at the improvement of a local community provides an immediate and richer educational context" (Bauch, 2001, pg.207). This mindset may serve as a stepping-stone towards overcoming the commonly held belief by parents, particularly those from families at risk, that they are inadequately prepared to participate in a true collaboration with schools.

Current research all points to the importance of parent involvement when changes within the educational system are desired (e.g. Marti & CBC Research Group, 2000; Esler, et al., 2002; Christenson, 1995; Sheridan, 1992). But "profound parent involvement means sharing leadership, which means sharing knowledge, responsibility, and, most difficult of all, power" (Nichols-Solomon, 2001, pg.35). For schools to close the educational gap which exists, they must develop partnerships based on mutual respect "and implement programs that are carefully designed, with input from all affected groups" (Davies, 2000, pg.43). "Effective collaboration with families creates avenues for parents to pursue initiatives that may not stem from educators but are still viewed by parents as critical in fostering a positive learning environment" (Esler, et al. 2002, pg. 394). The National Parent Teacher Association (PTA) developed the National

Standards for Parent/Family Involvement Programs in an effort
to redefine the concept of family involvement. The standards
are:

1. Communicating: Communication between home and school
    is regular, two-way, and meaningful.

2. Parenting: Parenting skills are promoted and
    supported.

3. Student learning: Parents play an integral role in
    assisting student learning.

4. Volunteering: Parents are welcome in the school, and
    their support and assistance are sought.

5. School decision-making and advocacy: Parents are
    full partners in the decision that affect children
    and families.

6. Collaborating with community: Community resources
    are used to strengthen schools, families, and student
    learning.

    (Esler, et al. 2002, pg. 394)

Assessing the perceptions held by parents and educators
regarding home-school collaboration, and the impact on student
success in the classroom, can document some of the barriers to
creating and maintaining a successful collaboration. This is
important because barriers influence the "level of openness
with one another, styles of engagement, and mutual

9

expectations" (Lewis & Forman, 2002, pg. 69) between parents

and educators. Knowledge about these perceptions can also be

used by teacher education programs to determine if additional

curriculum is needed that will focus on interpersonal

relationships and the collaboration process. With students as

the prime beneficiaries of home-school collaboration, parents

and educators need to put aside stereotypical thinking and

work to create a system that will enhance and improve student

performance.

Purpose of the Study

The purpose of this study is to explore the issue of

home-school collaboration. The study will focus on the

importance of home-school collaboration in student

achievement. The study will also document how the perceptions

held by parents and educators related to this collaboration

influences the academic success achieved by students in the

classroom. Part of the study will be conducted through a

review and analysis of current research and literature related

to home-school collaboration. Additional data will be

collected during the fall of 2003 through the use of a survey

to be distributed to parents and educators that will assess

attitudes and perceptions of home-school collaboration in

Wisconsin.

The study will attempt to answer the following three research questions:

1. Are there significant differences in the perceptions held by educators and parents on the relationship between home-school collaboration and academic success in the classroom?

2. What are some of the successful components of an established home-school collaboration?

3. How many of the components within the survey are currently being used by the schools?

Definition of Terms

To more clearly understand this study, the following terms will be defined:

Home-School Collaboration: "Home-school collaboration focuses on the relationship between home and school and how parents and educators work together to promote the social and academic development of children" (Elizalde-Ultnick, 2002, pg. 413).

Parent: This term is not limited strictly to birth parents. It refers to any adult in a child's life who has accepted the responsibility of parent/caretaker.

Educator: This term "is used to emphasize that collaboration involves the entire school community, not just

teachers" (National Association of School Psychologists, 2002, pg. 4).

Assumptions

It is assumed that while parents and educators all believe they have the best interest of students at heart; there is frequent disagreement on what is best. There is also disagreement about which methods are best to use in order to assist students in achieving their best. It is hoped that parents and educators would be in agreement about these issues, but it is assumed, based on current literature and research (e.g., Knoff & Raffaele, 1999, Elizalde-Ultnick, 2002, Sheridan, et al. 1997)there is a gap between parents and educators that must be reduced.

CHAPTER TWO

Introduction

The review of current literature will discuss the importance of establishing a solid framework over which successful home-school collaboration can be built. Additionally, the principles that comprise such a framework will be outlined and discussed. Adopting a systematic problem-solving approach will eliminate many of the stumbling blocks, which often impede the development and implementation of solutions. A discussion of selected collaboration attempts will illustrate how some schools have succeeded in creating successful partnership with their school families, while others have tried, and failed.

Establishing the Foundation

"Home-school collaboration depends on a belief in shared responsibility for educational outcomes" (Christenson, 1995, pg.257). Changes made within the educational process should focus not only on the role of the school, but should recognize the influence parents contribute to their child's academic success (Marti & the CBC Research Group, 2000). Parents and educators must recognize and embrace the positive contributions each makes to the educational experience of a child. Sheridan, et al. (1997) discuss a study by Henderson and Berla that compiled the results of 15 studies which all

13

indicate there is a correlation between student achievement and the intensity and duration of parent involvement (Sheridan, et al. 1997). From these studies they concluded student achievement increases to higher levels when the relationship between families and schools is more collaborative and comprehensive (Sheridan, et al. 1997). "Student achievement not only improves for low-income students, but reaches levels that are standard for middle-income students when programs are designed to be full partnerships" (Sheridan, et al. 1997, pg. 113).

In 1997, the National Association of School Psychologists (NASP) sponsored a study that collected data about parent involvement in school activities (Sheridan, et al. 1997). Parents were asked to rank 33 family involvement activities in order of preference. School psychologists were asked to rank the same activities in order of feasibility. Findings from the study included: First, that parents wanted to be more involved in their children's education than school psychologists thought was feasible; and second, there was agreement between parents and school psychologists regarding the importance of activities related to parents becoming more educated about their child's learning and behavior in school, community resources, and the education process. The authors concluded "the goal in planning involvement programs is to

achieve a match between what parents want (would use) and what schools perceive as feasible in supporting student performance" (Sheridan, et al. 1997, pg. 127).

By working together, parents and educators will accomplish more positive results than when working alone (Rosenthal & Sawyers, 1996). With efforts focused on the student, and not differences, which may exist between parent and educator, a successful collaboration will occur. "It has grown increasingly apparent that the more families and schools are able to collaborate, the more likely benefits are noticed for not only students, but also their families and schools (Esler, et al. 2002, pg. 390) (see Appendix A). "It is noteworthy that these benefits create conditions that facilitate the effectiveness of home-school connections" (Sheridan, et al. 1997, pg. 112).

In her presentation to the 2002 Invitational Conference: The Future of School Psychology, Sandra Christenson discussed "three primary reasons for the renewed interest and focus on the development of policies and programs to increase family involvement in education" (Christenson, 2002, pg.5). First, current research repeatedly reports the significant impact home influences make in student progress. This research cannot be ignored. Student attitudes, attendance, behavior, grades, and test scores have been shown to improve as a result

15

of parental involvement in a student's educational experience. Also, the time a student spends out of school contributes to the achievement level in school. "… what parents do to support learning (family process variables) predicts scholastic ability better than who families are (family status variables)" (Christenson, 2002, pg.6).

Second, without the support and reinforcement of parents, changes made within school and teacher practices do not result in the level of anticipated improvement (Christenson, 2002). Research has also shown that behavioral interventions implemented across home and school environments are more successful (Christenson, 2002).

Third, changes in the structure and make-up of families have educators questioning the ability of families to understand and impact academic achievement. With more single parent or dual income households, the amount of time available for parental support and involvement is in jeopardy. "The loss of quality student-adult interaction and time was a primary reason for declines in school performance" (Christenson, 2002, pg.7).

Principles of Home-School Collaboration

Before beginning work within a collaboration framework, parents and educators must outline the principles under which the collaboration will be guided. Regardless of where they

are implemented, the basic principles of home-school

collaboration remain the same (Hagen-Burke & Martin, 2002).

The U.S. Department of Family School Partnership stated

home-school collaboration principles as:

1. There is a shared responsibility between the
   school and the home in order to provide students
   with a better education and a good start in life.

2. The schools will welcome families and reach out to
   them before problems manifest themselves.

3. The schools will help families to be included in
   the decision-making process.

4. The schools will organize tutoring and other such
   experiences to improve student learning.

5. Families will monitor student's attendance, homework
   completion, and television watching, and take the
   time to listen to and communicate with their
   children.

6. Families will engage in literacy experiences (e.g.,
   reading to a young child) with their children.

7. Families will become acquainted with teachers and
   other school personnel.

8. Families will participate in the decision making
   process.

9. There will be effective two-way communication between

17

schools and families. This is accomplished by schools

minimizing the use of educational jargon and breaking

down cultural and language barriers, and by families

maintaining contact with the schools.

10. There will be opportunities for families to

learn how to help their children succeed in school

and for school staff to work with families.

(Elizalde-Utnick, 2002, pp. 414-415)

By empowering parents and welcoming them into the heart of the

school community, all participants will benefit from the

collaboration, which will "help all students achieve at higher

levels" (Davies, 2000, pg.43).

Problem-Solving Within the Collaboration

Educators who are proactive in sharing information with

parents regarding their child's educational and developmental

progress, and who are willing to involve parents in the

process of resolving concerns related to a child's school

performance are more likely to establish a successful

collaboration with parents. Christenson (1995) presents a

problem solving sequence implemented to design collaborative

interventions between home and school:

Introduction Stage:

1. Take time to build a positive rapport between parents and educators. This will bring trust to the problem solving process.

2. Use "specific, behavioral, observable language" when describing the problem/concern being presented. Reframe problems to reduce negative reactions.

3. Focus the purpose of collaboration on finding solutions to the presenting problem, not on placing blame.

Identification Stage:

1. Have all participants in the collaboration share their concerns and perspective on the problem. Individual perceptions can greatly influence the attitude held regarding a problematic situation.

2. Identify a mutual goal for the student and reach consensus. Discuss how the accomplishment of the goal will be measured.

3. Clarify the desired behavior or outcome.

Solution Stage:

1. Break down the goal and determine who is responsible for the various components. Determine the time-line for accomplishing the goal, and discuss how results will be reported.

2. Discuss and determine what resources will be needed

   to accomplish the desired outcome, and who will

   provide these resources.

Implementation Stage:

1. Reiterate the presenting problem, the desired goal,

   who will accomplish the goal, the time-line for

   accomplishing the goal, how the goal will be measured,

   and how the results will be reported.

2. Monitor progress on accomplishing the stated goal.

3. Meet to discuss the results. If the goal is not

   accomplished, do not engage in blaming, discuss ways

   to modify or change the goal and ways to accomplish

   it. If the goal is achieved – celebrate!

   (adapted from Christenson, 1995)

"Home-school collaboration is an attitude, not simply an

activity. It occurs when parents and educators share common

goals, are seen as equals, and both contribute to the process"

(Christenson, 1995, pg.253).

Home-School Collaboration in Practice

Home-school collaboration can have may faces (Jayanthi,

Patton & Polloway, 2001). It can deal with very specific

student problems, but is also effective for ongoing tasks such

as homework (Jenson, Sheridan, Olympia, & Andrews, 1994).

"Homework provides a discernable link between home

and school and offers parents an opportunity to exert influence and offer help to the school" (Jayanthi, et al. 2002, pg. 229). For families with issues of time and availability, homework is often the primary way in which they can connect with their child's school experience (Jayanthi, et al. 2002)

Effective communication is essential to creating a successful homework collaboration (Bos, Nahmias, & Urban, 2001). In 2002, Jayanthi, et al. summarized recent research related to communication problems associated with homework (see Appendix B). These results show that "communication-related factors are perceived as paramount by the various parties when problems with homework occur" (Jayanthi, et al. 2001, pg. 232).

Another factor that can influence the success of a homework specific collaboration is the development and acceptance by all parties of interventions. "Effective home-school partnerships have clearly articulated objectives, roles, and responsibilities" (Jenson, et al. 1994, pg. 546). To accomplish this, parents and educators can collaborate to:

1. Identify the problems related to homework.

2. Develop interventions to be used in the home and school settings.

3. Monitor the effects of the intervention.

4. Modify the intervention if needed.

5. Evaluate the overall outcome of the intervention.

(adapted from Jenson, et al. 1994)

To achieve a sustained level of communication between home and school, "both parents and teachers need to communicate with each other early, frequently, and on an on-going basis" (Jayanthi, et al. 2001, pg. 241). Successful home-school collaborations involve shared responsibility and decision making in order to enhance a child's learning across home and school (Esler, et al. 2002)(see Appendix C).

Home-school collaboration can also increase "involvement in individual-level, problem-solving and decision making" (Esler, et al. 2002, pg. 403). When developing and monitoring positive behavioral interventions, "schools can include parents by creating opportunities for exchange of information by asking parents, sharing expectations and goals for the child, and inviting their assistance in addressing the concern" (Esler, et al. 2002, pg. 403).

Conjoint Behavioral Consultation (CBC) is a systematic approach developed to help parents and educators address the behavioral needs of students (Marti & the CBC Research Group, 2000). The process places responsibility on all parties involved and consists of four steps:

1. Problem Identification: the problem is defined in

behavioral terms, a goal is reached for behavior

change, and a plan for collecting baseline data is

made.

2. Problem Analysis: the baseline data are analyzed

to confirm correct identification of the problem and

an intervention plan is developed.

3. Treatment (Plan) Intervention: the intervention is

implemented and monitored and training provided to

teachers and families if necessary.

4. Treatment (Plan) Evaluation: the families and

educators decide if the behavior goals have been met

and discuss ways to modify, continue or terminate the

intervention.

(Esler, et al. 2002, pp. 403-404)

Home-school collaboration is an essential component

of the CBC model. "Parents expert knowledge of their

child's behavior allows them to be a co-equal part of the

CBC process" (Marti & the CBC Research Group, 2000). The

goal of home-school collaboration is to build positive

relationships between parents and educators as a means to

encourage students to be learners both at home and at

school (Esler, et al. 2002).

"Home-school collaboration is pro-active rather than

reactive, requires sensitivity to and respect for

cultural differences, recognizes and values the important

contributions parents have to make to the educational

process, and engenders parental empowerment" (Knoff &

Raffaele, 1999, pg. 458). Whether working together on a

specific behavioral issue or ongoing school tasks,

Christenson (1995) states:

> The major point is that for home-school partnerships
>
> to promote student success a concerted effort and
>
> leadership are required. While they do not happen
>
> automatically, there is a solid literature base and
>
> resources to provide the basis for successful
>
> implementation of such programs (pg.265).

CHAPTER THREE

Methodology

Introduction

This chapter will include information related to the subjects to be studied, a description of those included in the sample, and the instrument to be used. A description of how data is to be collected, and the methods utilized to analyze the collected data will also be included. Limitations of the methodology will conclude the chapter.

Selection and Description of Sample

The study sample will be comprised of parents and educators, to include regular education teachers and special education teachers, principals, the district superintendent, director of pupil services, and director of special education. School asked to participate in the study will be chosen from a random sample of Wisconsin schools. Schools will represent the elementary, junior high, and high school level.

Instrumentation

The instrument to be used for this study will be in the form of a survey. The survey will be an adaptation of the 33 items used in the study conducted in 1997 by the Family Subcommittee of the Children's Services Committee of the National Association of School Psychologists (see Appendix D).

Data Collection

Surveys will be sent to the superintendent, director of pupil services, director of special education, and all teachers and students in the schools which are randomly selected.

Data Analysis

Collection of data will take place during Fall 2003. SPSS-10, a computerized statistics application, will be used to analyze collected data. Data will be ordinal, and descriptive statistics will be used. Cross-tabs will compare responses received from parents and teachers.

Limitations

There are three potential limitations to the results to be obtained from this study. First, all districts to be included in the study will be located in Wisconsin. This will limit the ability to generalize results to other states.

Second, the instrument being used will replicate one used in a previous study. It is not standardized, so there will be no information related to the reliability or validity of the results. Therefore, generalizations inferred from the results should be interpreted with caution.

Third, participants in this study will be volunteers, whose answers may reflect an inherent bias. Individuals, who have an interest in the subject of the study, may be more

willing to participate in the study, which may skew the

results of the survey.

References

Bauch, P. (2001). School-Community Partnerships in Rural

Schools: Leadership, Renewal, and a Sense of Place.

Peabody Journal of Education, 76(2), 204 – 221.

Bos, C., Nahmias, M., & Urban M. (1999). Targeting Home-

School Collaboration for Students with ADHD. *Teaching

Exceptional Children, 31(6),* 4 – 11.

Christenson, S.L. (1995). Best Practices in Supporting Home-

School Collaboration. In *Grimes J., & Thomas A. (Eds.).*

Best Practices in School Psychology 3ʳᵈ ed. (253-267)

National Association of School Psychologists:

Washington, D.C.

Christenson, S.L. (1995). Families and Schools: What is

The Role of the School Psychologist? *School Psychology

Quarterly, 10(2),* 118 – 132.

Christenson, S.L. (2002). *Families, Educators, and the

Family-School Partnership: Issues or Opportunities for

Promoting Children's Learning Competence.* Paper

presented at the 2002 Invitational Conference: The

Future of School Psychology. Manuscript retrieved

November 12, 2002 from

http://indiana.edu/~futures/Christ.doc

Christenson, S.L. (1999). Home-School Collaboration:

   Building Effective Parent-School Partnerships.

   Children, Youth, Family Consortium, Retrieved

   December 26, 2002 from

   www.cyfc.umn.edu/schoolage/resources/home.html

Davies, Don. (2000). Powerful Partnerships Among Schools,

   Parents, and Communities. *The Education Digest. 66(2).*

   41 - 44.

Doxie, W. (2001). Parents Play a Critical Role.

   Milwaukee Journal Sentinel. Section J - 1.

Elizalde-Utnick, G. (2002). Best Practices in Building

   Partnerships with Families. In *Grimes, J., & Thomas A.*

   (Eds.). Best Practices in School Psychology 4th ed.

   (413-429). National Association of School Psychologists:

   Washington, D.C.

Esler, A.N., Godber, Y., & Christenson, S.L.

    (2002). Best Practices in Supporting Home-School

    Collaboration. In *Grimes, J., & Thomas A.*

    (Eds.). Best Practices in School Psychology 4th ed.

    (389-411). National Association of School

    Psychologists: Washington, D.C.

Hagen-Burke, S., & Martin, E. (2002). Establishing a Home-

    School Connection: Strengthening the Partnership Between

    Families and School. *Preventing School Failure, 46(2),*

    62 - 65.

Jayanthi, M., Patton, J., & Polloway, E. (2001). Home-School

    Collaboration About Homework: What Do We Know and What

    Should We Do?. *Reading and Writing Quarterly, 17(3),*

    227 - 243.

Jenson, W.R., Sheridan, S.M., Olympia, D., & Andrews, D.

    (1994). Homework and Students with Learning Disabilities

    and Behavior Disorders: A Practical, Parent-Based

    Approach. *Journal of Learning Disabilities 27(3).*

    538 - 548.

Knoff, H., & Raffaele, L.M. (1999). Improving Home-School with

    Disadvantaged Families. *School Psychology Review, 28(3).*

    448 - 467.

Lewis, A.E., & Forman, T.A. (2002). Contestation or

Collaboration? A Comparative Study of Home-School

Relations. *Anthropology & Education Quarterly 33(1).*

60 - 89.

Marti, D. and the Conjoint Behavioral Consultation Research

Group. (2000). Home School Partnerships. Retrieved

January 13, 2003 from

http://tc.unl.edu/tci/pdf/Homeschool.PDF

National Association of School Psychologists. (2002).

Position Statement on Home-School Collaboration:

Establishing Partnerships to Enhance Educational

Outcomes. Adopted by the NASP Delegate Assembly, April

1999. Retrieved September 13, 2002 from

http://nasponline.org/information/pospaper hsc.html

National Association of School Psychologists. What

Do parents and School Psychologists Say About Parental

Involvement in School Activities. Retrieved

September 13, 2002 from

http://www.nasponline.org/publications/spr261_sc.html

Nichols-Solomon, R. (2001). Barriers to Serious Parent

Involvement. *The Educational Digest, 66(5),* 33 - 37.

Rosenthal, D., & Sawyers, J. (1996). Building Success

Home/School Partnerships Strategies for Parent Support

and Involvement. *Childhood Education, 72.* 194 - 200.

Sheridan, S.M. (1992).   What Do We Mean When We Say

    "Collaboration"? *Journal of Educational and*

    Psychological Consultation. 30. 89 - 92.

Sheridan, S.M., Fenstermacher, K., Christenson, S.L., &

    Hurley, C.M. (1997). Parents' and School Psychologist

    Perspectives on Parent Involvement Activities. *School*

    Psychology Review. 26(1). 111-130.

Teed, K.M. (2002). *High-Stakes Testing of Students with*

    Disabilities. Unpublished master's thesis. University

    of Wisconsin - Stout. Menomonie, WI

U.S. Department of Education. No Child Left Behind Act

    of 2001 - Reauthorization of The Elementary and Secondary

    Education Act Legislation and Policies Website.

    Retrieved December 1, 2002 from

    http://ed.gov/offices/OESE/esea.

Other Readings

Brantlinger, E., (1991). Home-School Partnerships That

  Benefit Children With Special Needs. *The Elementary*

  School Journal, 91(3), 249 - 257.

Christenson, S.L. (2001). Leadership Module for

  Family-School Partnerships: Creating Essential

  Connections for Children's Reading and Learning.

  Retrieved December 5, 2002 from http://education.

  umn.edu/CI/MREA/PTPartner/ptpartnershipsMOD.pdf

Fish, M.C. (2002). Best Practices in Collaborating with

  Parents of Children with Disabilities. In *Grimes, J., &*

  Thomas A. (Eds.). Best Practices in School Psychology 4th

  ed. (363-375). National Association of School

  Psychologists: Washington, D.C. Fundamental Principles

  of Family-School Collaboration.

  Retrieved September 13, 2002 from

  http://www.handinhand.org/weiss/html

Hand in Hand TIPS Brochure: Tips for Parents,

  Families and Teachers. Retrieved September 13, 2002 from

  http://www.handinhand.org/tips/html

Hughes, J.N., Hasbrouck, J.E., Serdahl, E., Heidgerken, A., &
McHaney, L. (2001). Responsive Systems Consultation: A
Preliminary Evaluation of Implementation and Outcomes.
*Journal of Educational and Psychological Consultation
12(3)*. 179 – 201.

Ooms, T. & Hara, S. (1991). The Family-School Partnership:
A Critical Component of School-Reform. The family Impact
Seminar: Washington, D.C. Retrieved December 5, 2002
from www.uwex.edu/ces/family impact/reports/pin24.pdf.

Olympia D.E., Sheridan, S.M., & Jenson, W. (1994). Homework:
A Natural Means of Home-School Collaboration. *School
Psychology Quarterly, 9(1)*. 60 – 80.

Swap, Susan. (1991). The Family-School Partnership: A
Critical Component of School-Reform. The Family Impact
Seminar: Washington, D.C. Retrieved December 5, 2002
from www.uwex.edu/ces/family impact/reports/pin24.pdf.

Benefits of Home-School Collaboration for Students,

Families and Schools:

For Students:

        More positive attitudes toward school

        Higher Achievement in reading

        Higher quality and more grade-appropriate behavior

        Completion of more homework on weekends

        Observing more similarities between family and

        school

For Parents:

        Receiving ideas from school on how to help their

        children

        Learning more about educational programs and how the

        school works

        Becoming more supportive of children

        Gaining more positive views of teachers and the

        school

For Teachers and School:

        Improved teacher morale

        Higher ratings of teachers by parents

        Teachers' rating of parents as more helpful

Improved student achievement

Parents support school and bond issues

Source: Esler, et al. 2002

Common Communication Problems Related to the Issue of Homework

---

Special Education Educator's Perspective:

General education teachers demonstrate poor communication with special education educators

Teachers do not have enough time to devote to communication because of required routine tasks

Parents and general education teachers do not follow through on communications

Parents of Students with Disabilities:

Teachers do not initiate discussions related to homework

Teachers do not communicate effectively about homework

General Education Educator's Perspective:

Parents and special education educators do not follow through on communications

Parents do not follow through on their commitment to help with homework

Parents become defensive when discussing homework issues

General educators do not have enough time to collaborate on issues related to homework

Parents of Students without Disabilities:

Teachers do not communicate effectively about homework

Source: Jayanthi, et al. 2001

Recommended Practices

_____

School *Based:*

Require frequent written communication from teachers

to parents.

Schedule parent-teacher conferences in the evening

Provide release time for teachers to communicate with

parents

Establish telephone hotlines

Establish after school sessions to provide extra help

Institute peer tutoring programs

Teacher Directed:

Require and teach students to use homework assignment

books

Involve parents and students in the homework process from

the beginning of the school year

Establish an ongoing communication system with parents

to convey information related to homework assignments

Coordinate homework assignments with other teachers

Present assignments clearly and provide timely feedback

Teach students techniques for managing their time more

efficiently

Parent Initiated:

Discuss homework assignments with their children daily

Communicate views, concerns, and observations about

homework with teachers or other school personnel

Provide support to their child when doing homework by

creating and maintaining an appropriate homework

environment

Student Regulated:

Demonstrate a range of self-advocacy skills including the

ability to ask for help when needed

Become an independent learner

Manage time more effectively

Source: Jayantha, et al. 2002

Parents' Use and School Psychologists' Feasibility Ratings of

Partnership Activities:

---

1. Provide information on how school function (e.g., how

    grades are earned, scheduling, transitions, homework).

2. Provide information on "how to's" for parents (e.g.

    how to enhance self-esteem).

3. Provide information on how to structure children's'

    learning at home (e.g. how to help with schoolwork,

    monitor child's progress at school).

4. Provide information on how children develop socially,

    emotionally, and academically.

5. Create time for parents and teachers to share

    information about children, school requirements, and

    family needs.

6. Provide meetings/consultation with the school

    psychologist on ways to support student learning at

    home.

7. Give parents information about community agencies to

    support children's and family needs.

8. Provide individual meetings with the school

    psychologist to get information and talk about

    parents' concerns for their children.

9. Provide meetings/consultation with the school psychologist on ways to improve behavior and social skills of children.

10. Create more time for parents to meet individually with teachers.

11. Establish after or before school tutoring programs.

12. Establish family-school nights for parents and educators to discuss report card grades/grading, student behavior, indicators of children's progress, test scores, or other academic issues.

13. Provide opportunities for parents to make joint decisions with educators (e.g. decide on sex education, discipline, and homework policies),

14. Conduct workshops to provide information (e.g. how to structure children's learning at home, "how to's" for parents, child development, and how schools function).

15. Provide print materials and books about children's development (lending library).

16. Conduct family-school meetings to problem solve with parents and teachers about ways to enhance children's learning.

17. Provide print materials, books, or tapes on how to talk to children about schoolwork and what they are learning at school to parents.

18. Organize a parent volunteer program to assist teachers.

19. Conduct family-school meetings to problem solve with parents and teachers on ways to improve children's behavior.

20. Establish a homework hotline for parents to ask questions about assignments.

21. Develop recreational and community service programs after school for students.

22. Develop family-school nights for parents and educators to get to know one another and have fun.

23. Conduct workshops for parents and teachers at each grade level on topics of mutual interest (e.g. transition).

24. Establish a telephone hotline to answer parent questions about children and schooling.

25. Establish parent-to-parent options (support groups for parents) for sharing information, raising questions, discussing specific topics (e.g. raising children as a single parent, how to deal with stress).

26. Provide community services for families with child issues (e.g. medical and social service in schools).

27. Provide opportunities for parents to serve on a team of board with educators to make important school-wide decisions (e.g. curriculum, hiring and firing).

28. Train parents in ways to help other parents create positive home support for student's learning and school success.

29. Provide counseling for families (e.g. chemical dependency, family conflict).

30. Organize a parent center at school so parents have a place to get together to share ideas and support each other.

31. Offer home visits to discuss workshop information with parents (e.g. "how to's" for parents, child development, how school function, how to structure children's learning at home).

32. Offer basic adult education programs (e.g. GED for parents, reading instruction, or family literacy programs).

33. Make home visits to teach parents activities they can do at home to promote student learning or to answer parents' questions about their children's homework.

Source: Sheridan, et al. 1997