



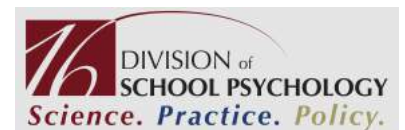
Teachers & Parents as Partners

Family-School Partnerships: Evidence-based Foundations and an Exemplar for Practice

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Contributors and Acknowledgements

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Overview

- Family-School Partnerships
 - Background
 - Support
- Framework for partnering with families
- Targeted Family-School Partnership Supports
- Teachers and Parents as Partners (TAPP)
- TAPP opportunities

Why Family-School Partnerships?

- Children's learning and development is the product of influences from many systems and settings (in and out of school).
 - Students spend 91% of their time from birth-18 outside of school (Clarke, 1990).
- Helping children achieve to their fullest potential is a *shared responsibility* between educators and families.

What are Family-School Partnerships?

A child-focused *approach* wherein families and professionals *cooperate, coordinate, and collaborate* to enhance opportunities and success for children and adolescents across *social, emotional, behavioral, and academic domains* (Sheridan, Clarke, & Christenson, 2014, p. 440).

| Families as Separate from School | Families Involved with School | Teachers and Parents as Partners |
|---|---|--|
| It is the responsibility of the teachers to educate children and make decisions | Emphasis on what teachers do to promote learning & how parents can support it | There are co-roles and mutual decision making regarding what is best for the child |
| Communication occurs rarely; efforts to communicate are unreciprocated | Communication is infrequent, problem-focused, one-directional | Communication is frequent, positive, and bi-directional |
| Cultural/language differences are insurmountable | Cultural/language differences are perceived as barriers to overcome | Cultural/language differences are respected, appreciated, and reinforced |
| There are no attempts to suggest roles for parents | “One-size fits all” approach and practices | Unique child, family, and school characteristics determine how responsibilities are shared |
| Teachers and parents do “their own thing” without concern about the other | Parents are given activities and tasks to encourage their child in learning | There is a commitment to working together on behalf of the child’s learning |

Family-School Partnerships

The Science Behind It

After decades of research it is abundantly clear:

To maximize children's success, families and schools must work together.

What Does the *Research* Say?



For students:

- Improved academic skills, social skills, engagement, behaviors
- School completion and long-term academic success

For teachers:

- Improved classroom management, instructional skills for all students
- Better relationships with students and parents
- More effective problem solving skills

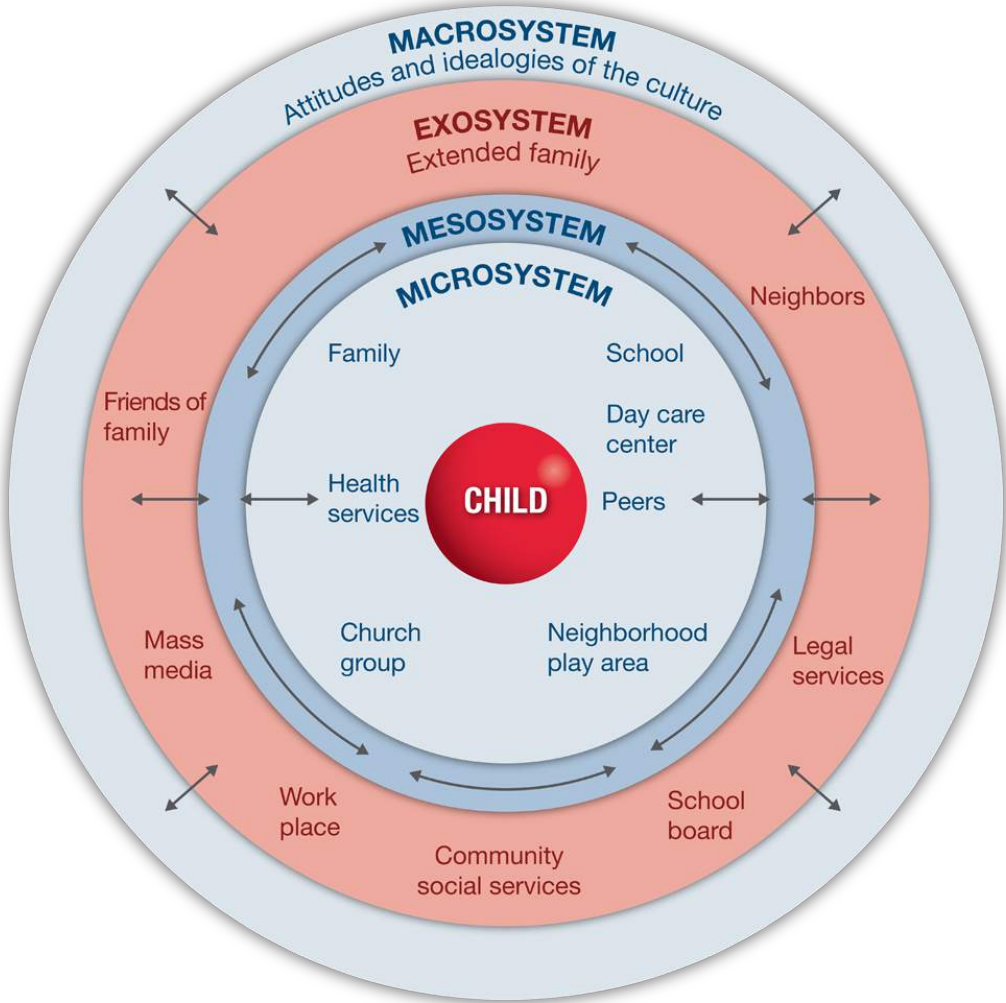
For parents:

- Better communication with teachers
- Better parenting skills
- More learning opportunities at home

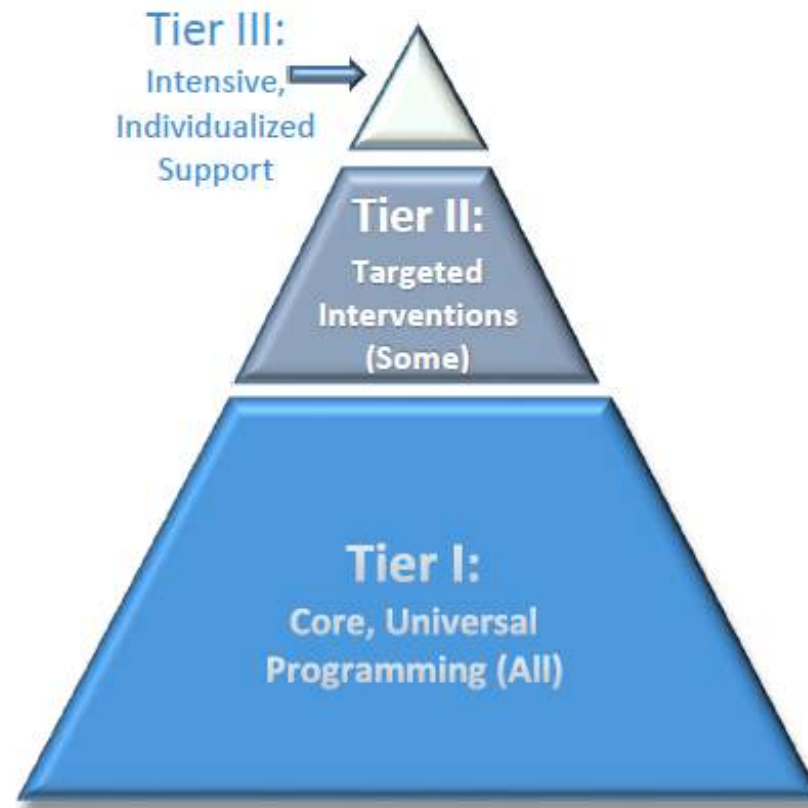
Laying the Foundation:

*An Ecological Framework for
Family-School Partnerships*

Ecological-Systems Theory



Strengthening Family-School Partnerships in Schools



Tier I: Universal “Core Components” of Family-School Partnerships

- Relationships
- Intentional and structured strategies for engagement
- Communication and information sharing
- Opportunities for promoting learning and behavior at home

Tiers II/III: Teachers and Parents as Partners

(aka Conjoint Behavioral Consultation)

An indirect, strength-based, cross-system problem-solving intervention wherein parents, teachers, and other caregivers work as partners and share responsibility for promoting positive and consistent outcomes related to a child's academic, behavioral, and social-emotional development.

(Sheridan & Kratochwill, 2008, p. 25)

TAPP Goals

- Promote positive outcomes for students with behavioral and academic problems
- Promote parent engagement through meaningful participation
- Build teacher and parent skills and capacities
- Establish and strengthen home-school partnerships

Research Findings: Academic Outcomes

Relative to comparison groups, students who received TAPP have shown significantly greater gains over time in:

- Teacher-rated academic productivity and academic skills (Murray, Rabiner, Schulte, & Newitt, 2008)
- Parent-rated homework performance (Power et al., 2012)
- Math performance and accuracy (Galloway & Sheridan, 1994; Weiner, Sheridan, & Jenson, 1998)
- Teacher-reported school learning behaviors (Sheridan et al., in press)
- Observations of on-task behavior (Sheridan et al., in press)

Research Findings:

Behavioral & Social-Emotional Functioning

Compared to “business as usual” practices, students whose parents and teachers participated in TAPP demonstrated significantly greater rates of improvement in:

- Observations of appropriate social behavior and decreases in inappropriate motor activity, off-task behavior (Sheridan et al., in press)
- Reports of adaptive skills, social skills, and social interactions with peers or adults (Sheridan et al., 2012; in press)

Research Findings: Home Outcomes

Relative to controls, students whose parents and teachers received TAPP have shown significantly greater benefits at home, over time in:

- Parent report of adaptive skills and social skills (Sheridan et al., 2013; in press)
- Decreases in aggressive behavior, noncompliance, yelling, and temper tantrums (Sheridan et al., 2013; in press)

Research Findings: Parent Outcomes

Parents who participated in TAPP reported greater improvements over time relative to control group parents in:

- Problem-solving abilities (Sheridan et al., in press)
- Efficacy to help their child to succeed (Sheridan et al., in press)
- Home-school communication (Sheridan et al., 2013)
- Parent-teacher relationship (Sheridan et al., 2013; in press)

Research Findings: Teacher Outcomes

Compared to “business as usual” comparison groups, teachers participating in TAPP demonstrated significantly greater improvements over time in:

- Observed positive attention and provision of positive consequences (Sheridan et al., 2017)
- Self-reported use of appropriate behavioral strategies, problem solving abilities, teacher-parent relationship and interaction quality with parents (Sheridan et al., 2017)

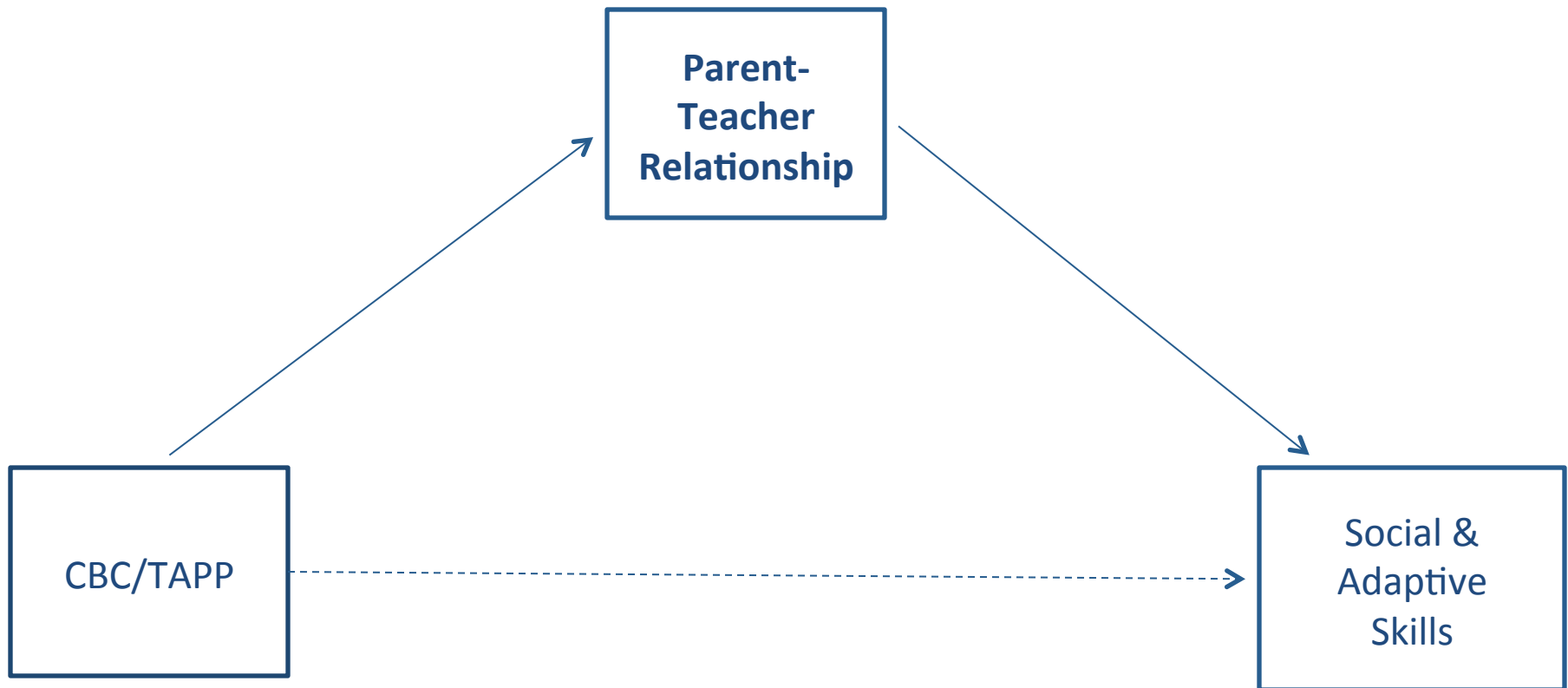
Research Findings: Diverse Populations

TAPP has been shown to be effective for:

- Head Start students (Kratochwill et al., 2003; Sheridan, Clarke, Knoche, & Edwards, 2006)
- Children with pediatric/medical needs (Lasecki et al., 2008; Sheridan et al., 2009)
- Culturally diverse students (Sheridan, Eagle, & Doll, 2006)
- Children with developmental disabilities (Ray, Skinner & Watson, 1999; Wilkinson 2005)

What Makes TAPP Work?

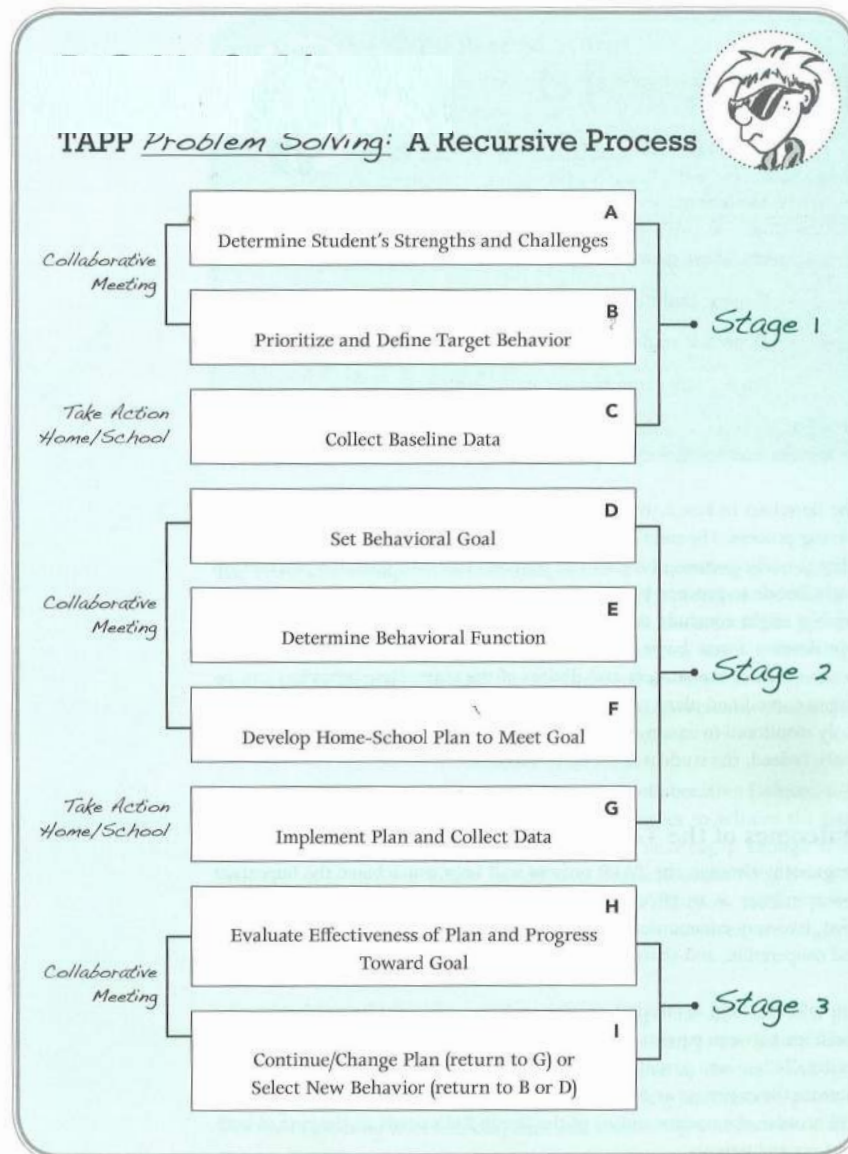
What is the “Active Ingredient?”



TAPP Structure

- Parents & teachers come together with the help of a TAPP specialist
- A series of approximately 3-4 constructive, action-oriented meetings to discuss, brainstorm, and problem solve
- Mutually supportive and consistent, research-based strategies are put into place at home and in the classroom

Overview of TAPP Stages



Stages in the TAPP Process

Problem Identification

(Building on Strengths)

Problem Analysis

(Planning for Success)

Plan Implementation

Plan Evaluation

(Checking and Reconnecting)

Building on Strengths

Action Steps:

1. Discuss the student's strengths
2. Discuss the needs (problems) of the student
3. Select and define a target behavior
4. Select a focus and/or setting for addressing the target behavior
5. Discuss what has already been tried
6. Discuss how and why to collect information on the target behavior
7. Determine a time to meet again

Stage 1 – Building on Strengths Meeting Agenda

Building on Strengths: Meeting 1 Interview

Staff Form
TAPP—Teachers and
Parents as Partners
(page 1 of 3)

Parent(s): _____ Student: _____ Date: _____
Parent phone number: _____ Parent Email: _____

During this meeting with the parent(s), you will:

- Discuss the student’s strengths.
- Discuss needs (problems) of the student.
- Select and define a target behavior.
- Select a focus and/or setting for addressing the target behavior.
- Discuss what has already been tried (what works/what doesn’t).
- Discuss how and why to collect information on the target.
- Determine a time to meet again.

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Agenda Discussion With Parents

1. Welcome!

- Create a friendly, supportive environment so parents feel welcome.
- Communicate your belief that parents are experts when it comes to their child.
- Emphasize that everyone’s information is important.
- Use language that suggests a team orientation, such as *we* and *us* instead of *I* or *me*.
- Let parents know that they will play a key role in providing information and helping to develop and carry out a plan to help the child be more successful at home and school.
- Discuss each step of the meeting. Give parents a copy of the meeting agenda to write on and keep.

2. What does the student do well? What does the student like?

- Discuss things that are going well.
- Discuss the student’s likes and dislikes.
- Emphasize the importance of building on the student’s strengths when addressing concerns and needs.

Notes taken during meeting:

Planning for Success

Action Steps:

- Examine the baseline data collected at home and in the classroom
- Set a realistic behavioral goal for the students
- Identify what is happening across settings that may be influencing the target behavior
- Develop an intervention plan to implement across home and school
- Implement the plan and collect behavioral data

Plan Development

- Discuss general strategies and specific plans to be included in a treatment package across home and school settings
 - The closer the congruity and coordination of plans across settings, the better!
 - Home programs may involve home-school notes, procedures for enhancing learning environments and opportunities outside of school, etc.
- Brainstorm to generate ideas

Planning for Success: Meeting 2 Interview

Start Form

TAPP—Teachers and
Parents as Partners

(page 1 of 3)

Parent(s): _____ Student: _____ Date: _____

Parent phone number: _____ Parent Email: _____

During this meeting with the parent(s), you will:

- Discuss the baseline information collected.
- Set realistic goals for the student.
- Determine what may be contributing to the behavior and why the behavior is happening.
- Use all information available to develop agreed-upon strategies to implement at home and school.
- Determine how to continue collecting information to monitor the student's progress toward the goal.
- Determine a time to meet again to evaluate progress.

.....
Agenda Discussion With Parents

1. Welcome!

- Create a friendly, supportive environment so the family feels welcome.
- Show interest in the parents/family (e.g., ask about past events), and reemphasize that everyone's input is important.
- Continue to use inclusive language, such as *we* and *us*.
- Discuss steps of the meeting. Give parents a copy of the meeting agenda to write on and keep.

2. Review and discuss information collected since the last meeting.

- Review the definition of the target behavior and target time/setting.
- Summarize and discuss the baseline information collected on the behavior.

3. What should our goal be?

- Set goals based on information collected.
- Make sure the goal is attainable, measurable, and observable.

Home goal:

Stage 2 – Planning for Success Meeting Agenda

Plan Implementation

Action Steps:

- Explain the plan to the student
- Check in after the first day
- Use home-school notes
- Collect data and keep notes

Checking and Reconnecting

Action Steps:

- Examine data collected during plan implementation
- Determine whether the goal was met across home and school settings
- Discuss strategies to continue, modify, or end the intervention plan
- Express willingness to continue working together & discuss ways to continue partnering

Stage 3 – Checking and Reconnecting Meeting Agenda

Checking and Reconnecting: Meeting 3 Interview

Staff Form

TAPP—Teachers and
Parents as Partners

(page 1 of 3)

Parent(s): _____ Student: _____ Date: _____

Parent phone number: _____ Parent Email: _____

During this meeting with the parent(s), you will:

- Review the plan and discuss what happened.
- Discuss satisfaction with the plan—were the goals met?
- Discuss what did and didn't work with the plan.
- Determine whether to continue or change the plan.
- Discuss the need for future meetings.
- Identify ways to keep in touch.

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Agenda Discussion With Parents

1. Welcome!

- Create a friendly, supportive environment so the family feels welcome.
- Show interest in the parents/family (e.g., ask about past events).
- Reemphasize that everyone's input is important.
- Continue to use inclusive language, such as *we* and *us*.
- Discuss steps of the meeting. Give parents a copy of the meeting agenda to write on and keep.

2. How did our plan work?

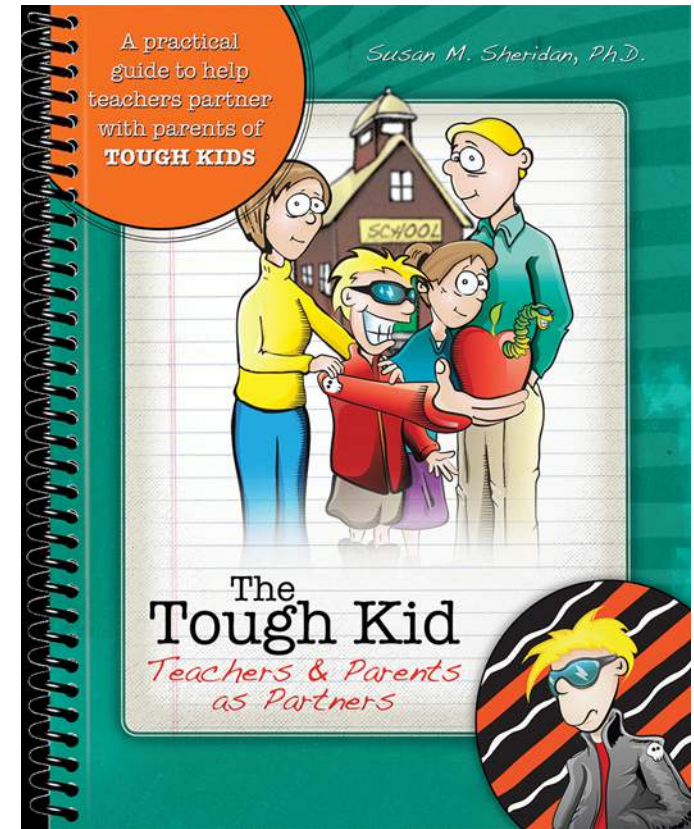
- Review the target behavior, plans, and goals.
- Discuss what happened during implementation of the intervention.

Home:

“Teachers and Parents as Partners” (TAPP): Resources

Sheridan, S. M. (2014). *The tough kid: Teachers and parents as partners*. Eugene, OR: Pacific Northwest Publishers

Sheridan, S. M. & Kratochwill, T. R. (2008). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. New York, NY: Springer.



TAPP Opportunities

To learn more about TAPP and potential training opportunities, visit the TAPP website:

cyfs.unl.edu/TAPP

Questions?

For More Information:

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Select Publications

- Christenson, S. L. & Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning*. New York: Guilford Press.
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- Sheridan, S. M., Bovaird, J. M., Glover, T. A., Garbacz, S. A., Witte, A., & Kwon, K. (2012). A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship. *School Psychology Review, 41*, 23-46.
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- Sheridan, S. M., Witte, A. L., Holmes, S. R., Coutts, M. J., Dent, A. L., Kunz, G. M., & Wu, C. (in press). A randomized trial examining the effects of conjoint behavioral consultation in rural schools: Student outcomes and the mediating role of the teacher–parent relationship. *Journal of School Psychology*.