

Building Positive Partnerships With Parents and Students

Lesson 5 of The RTI/MTSS Coach Training Series

searle@bex.net

marilynschwartz@hotmail.com

1919 Ottawa Lane, Perrysburg, Ohio 43551

margaretsearle.com

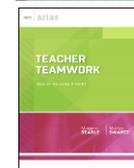
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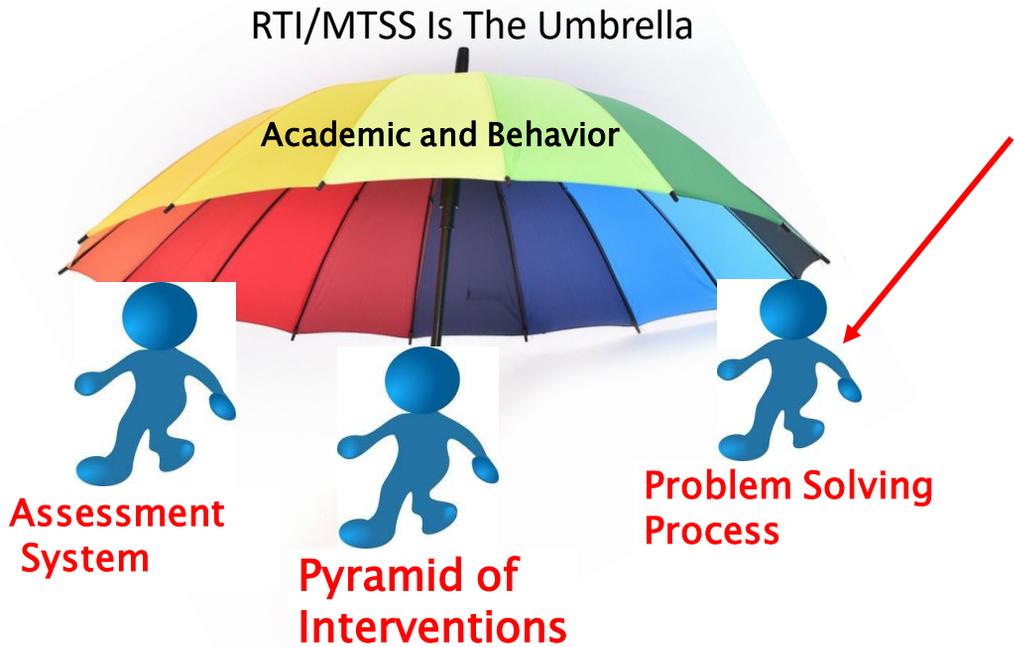
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Outcomes: Building Positive Partnerships With Parents and Students

- Make students and parents feel safe, welcome and seen (remote or in-person).
- Use student strengths for setting goals and creating powerful intervention plans.

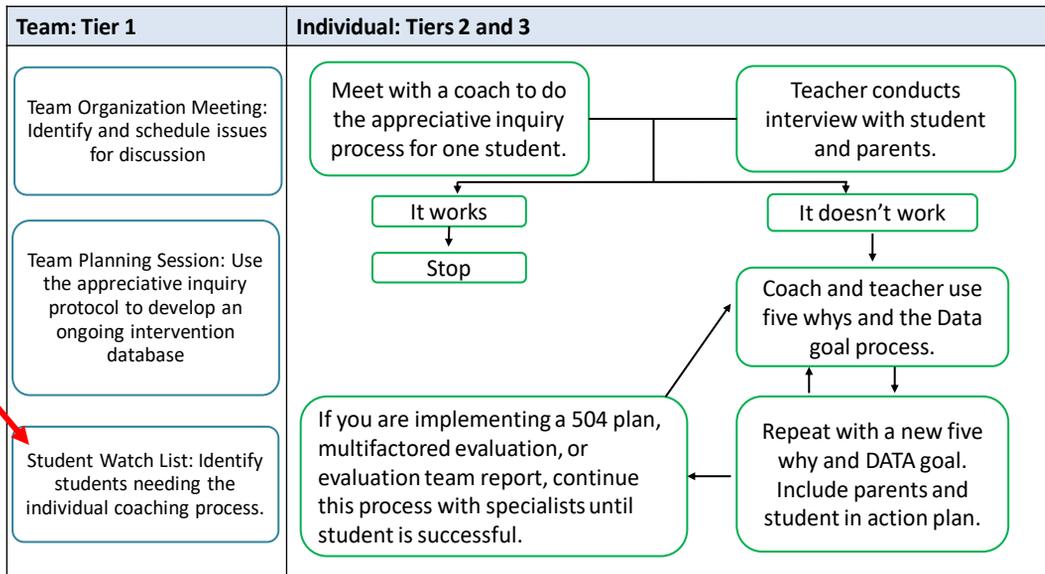


2



3

Problem-Solving Process Flowchart



4

Watch List Activity (if your group shares the same students)

Without Talking To Others

Coordinators:

1. Give each person 3 post-it notes.
2. Have them put the names of the 3 students they are most worried about on three different post-it notes.
3. Have them write their biggest concern under each student's name.

Analyzers: Combine like post-its and rank the names based on urgency for a coach and teacher to address.

Reporters: Give the names to a coach (and the grade level above you if this is early fall or late spring).

Timekeepers: You have 6 minutes for all three steps.

5

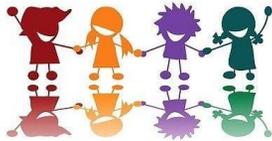
Different Ways To Do The Watch List

- Self-contained rooms – Meet with specialists & fine arts to make your list.
- Departmentalized – Meet with your team that shares students (all 9th graders).
- High school – Electronic submission of all names to the coaching team who will prioritize.

If done early in the spring, these will be the first case studies for the next grade level to address in the first six weeks.

6

Research says



- Educators who incorporate social emotional learning foster deeper engagement and higher academic achievement (CASEL).
- Students who feel **safe, supported and seen** by their teachers and peers are more involved in classroom activities (Godstein, S. E., Young, A., & Boyd, C., 2008).

7

Flipgrid

1 Create a Grid

A grid is your classroom or community of learners. Name it after your class and set the security settings. Only those with the grid URL can find your grid.

2 Add Topics

Topics are the questions or themes your students discuss. At least 1 topic is required to start, such as class introductions, but you can add unlimited topics throughout the year!

3 Share with Students

Students do not create accounts on Flipgrid. Just share the grid URL for easy access on Macs, PCs, or Chromebooks. Students with mobile devices access your grid using the free Flipgrid app.



8

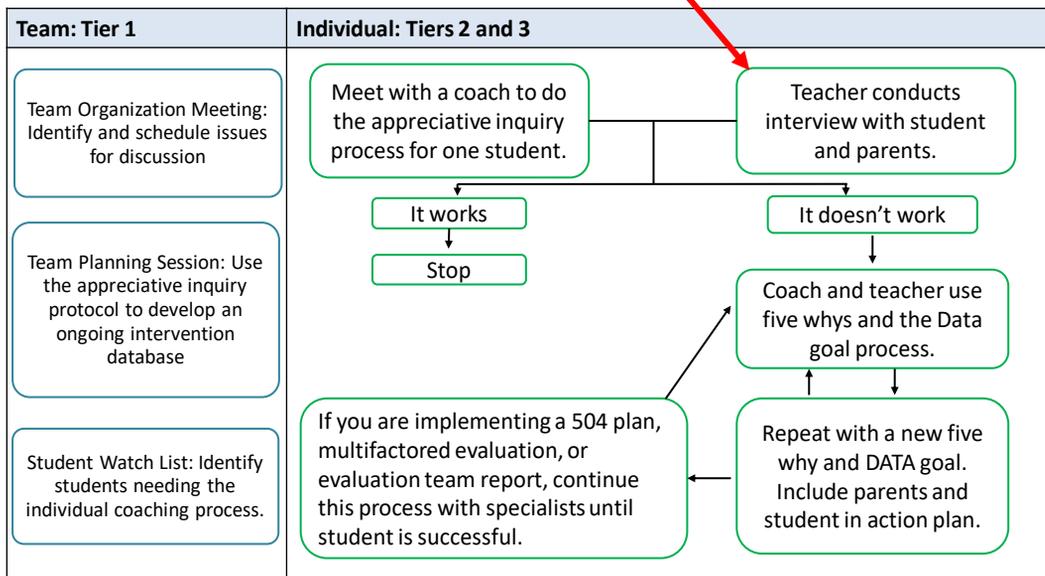
Safe, Supported and Seen When Remote

1. Record a short video to model how to share a story or feeling about something.
2. Conduct online recess or chat dates with classmates
3. Conduct interviews with parents and students by phone or on zoom



9

Problem-Solving Process Flowchart



10



Chapter 3

Purpose of Student Interview

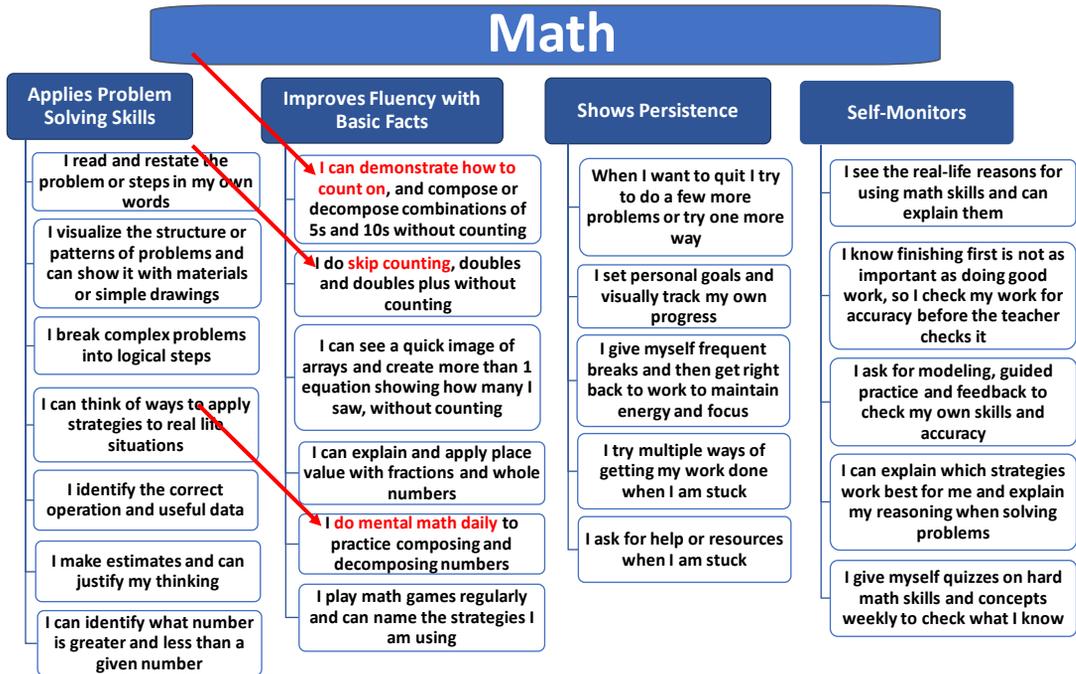
- **Build rapport and motivation**
- **Get background knowledge**
- Build student self-assessment skills
 - Identify their own strengths to build on
 - Identify area for personal growth
 - Set and monitor their own goals
- Establish a commitment to self-growth and a sense of ownership with the student



11

| Student Interview | Interviewer: | Student: | Date | Form D |
|--|---|---|---------------------------------|---------------|
| Purpose | Get to know the student's strengths and thoughts | | | |
| Connect: Tell me something you've done that you are very proud of. | | | | |
| Story: Think of a time when you had to do something very hard, and you were successful. What is special about you that helped you do that? | | | | |
| Reflect: What things do teachers do that make it easier for you learn? | | | | |
| Imagine: If you got the best student award this year what would it be? (Reference a strength chart here and identify existing strengths and which skill to improve) | Strengths the student identifies from the chart | | What they want to get better at | |
| Design: What could we do together to make the award happen? | What would you like me to do to support you? | What would you like your parents to do to help? | What could you do? | |
| Commit: What will we both do to start this plan? Small step. When should we meet again? | Tomorrow the teacher will | | Tomorrow I will | |

12



13

Design Video

| What would you like me to do to support you? | What would you like your parents to do to help? | What could you do? |
|--|---|--|
| Make addition and subtraction games | Use games and flashcards | Count my stuffed animals |
| Create flashcards | | Take some animals away and count how many are left |



14

Parents Crave Information, Too



- Short “how-to” videos for helping their children
- Phone calls or video conferencing
- Office hours to ask and answer questions
- Consolidated E-Mail
- Remind Messages
- Letters or postcards

15



Parent Interview To Gather Background Information

The purpose is to:

- Build awareness of the student’s strengths and growth opportunities
- Listen to the parent’s knowledge about their child
- Develop a shared plan for how we can help students grow at home and in school
- Agree on a commitment of where to begin

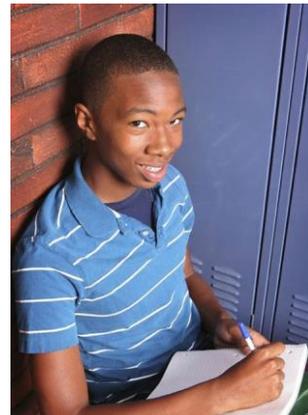
16

| | | | | |
|---|--|---|-------------------------|---------------|
| Parent Interview Date: | Parent's Names: | Student: | Grade: | Form E |
| Purpose | To get to know the student better through the parent's eyes. | | | |
| Connect: Tell me something your child accomplished that you are very proud of. What strengths made that happen? | | | | |
| Story: Think of a time when your child was frustrated but worked through it. | | | | |
| Support: What are things you currently do to support learning & positive behavior for your child? What actions cause frustration? | | | | |
| Imagine: If this were the best school year ever, what strengths are in place and what one change would make that happen for your child? Would your child agree with this? | Strengths in place (Use appropriate strength chart) | What skill would you select to work on? | | |
| Design: What things can we do together to make that kind of school year happen for your child? | What the parent could do | What the teacher could do | What the child could do | |
| Commit: What small step can we start with tomorrow? | | | | |
| Communicate: What would be the best way for us to stay on the same page? When can we talk again? | | | | |

17

Background on Quinn

- His post secondary plan is to go to art school.
- His goal is to be a comic strip artist
- He was not able to get into the art class that he wanted in his junior year and that was a source of frustration.
- He was discouraged at the reaction he got on the college portfolio days.



18

Using Appreciative Inquiry With The Student And Parent



- Prepare by role playing parent and student Appreciative Inquiry protocols.
- Decide if you will want the family together or separate.
- You do not have to do the entire interview if time is short.

19

Who Conducts These Interviews?



- If the teacher wants to establish a good rapport with the student and parent, let the teacher conduct this interview.
- If the teacher has an adversarial relationship with the family, it would be advisable for the coach to assist the teacher or to conduct this interview alone.

20

A Good Coach



21

where
do we go
from
here?

Lesson 6 Team Planning Meeting

Using Appreciative Inquiry to put together an action plan for Tier 2 and 3 students from the watch list.

22