



MAKING FAMILY CONNECTIONS: FAMILY ENGAGEMENT STRATEGIES

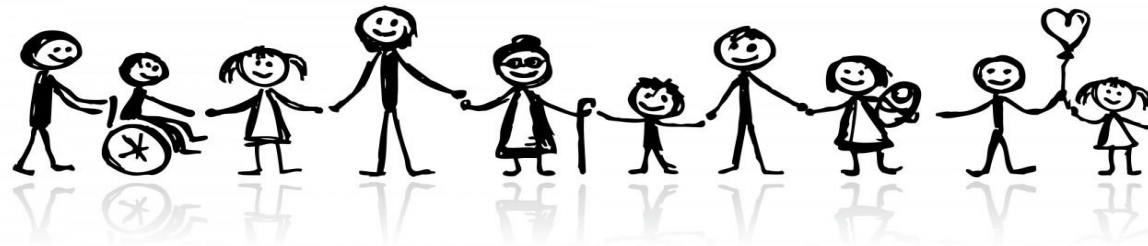
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***“Teachers
need to
know how
to reach
out to us
(families)
and know
that we
care
enough to
help out.”***



WHY ENGAGE FAMILIES?

- Families are vital members of the educational team (IDEA, 2004; ESSA, 2015).
- Family engagement in student learning contributes to student achievement (Latunde, 2017; Stefanski et al., 2016).
- Family engagement is particularly important for CLD families because of history of exclusion and the residual problematic mindsets that continue today (Skiba, 2008).
- Robust family-school partnerships can promote understanding of cultural and linguistic differences among students with diverse backgrounds (Ferguson et al., 2008).



FAMILY INVOLVEMENT

- Families are invited to a meeting.
- Families attend a parent-teacher conference.
- Families attend PTA/PTO meeting.
- Families volunteer at school activities.
- Families visit the school.
- Families are provided with select one-way (school only) information about informal student progress.



WHAT ARE YOUR THOUGHTS?



FAMILY



- Families craft agenda and goals.
 - ◀ Collaborate with school personnel to develop culturally responsive goals/activities.They provide/share:
 - ◀ Feedback on student progress.
 - ◀ Observations/expectations for their student.
 - ◀ Share their culture.
- They co-participate in student-led conferences.
- They are encouraged to participate in the planning and execution of school activities.
- They continuously communicate with school personnel.
- Family-school communication honors the mode of communication that the family wishes (e.g., text, phone, email, hard copy) in an accessible language.

ACTIVE LISTENING SKILLS- SKILLS-SCHOOL PERSONNEL



Pay Attention.

Show That You're Listening.

Provide Feedback.

Defer Judgment.

Respond Appropriately.

EMBRACING ENVIRONMENTS





By:

Supporting families by providing communication support.

Creating a welcoming environment that values diversity can assist families in feeling more connected to the school environment (Padak & Rasinski, 2010).

Acknowledging the family's questions and concerns

INTERACTING



By:

Seeking family input and feedback

Providing links to resources (e.g., community organizations, support groups for families such as churches)

Creating handouts that include important information (e.g. health screenings, tips for school transitions, community supports available).

INTENDING



Actively listen to families by:

- Affirming family members' contributions.
- Addressing concerns, needs, and challenges.
 - Challenges associated with working and raising a family.
 - Frustration and fear associated with COVID.
- Striving to implement ideas from family members to further improve family-school engagement.
- Ensuring that communication is free from professional jargon.

INVITING



- Appreciate the diverse backgrounds and experiences that shape how families understand and determine engagement (Reynolds et al., 2016).
- Ask families to share their culture, traditions, and talents.
- Requesting ideas about school activities to further engage families.

COMMUNICATION IS KEY

- Introduce yourself and share your teaching philosophy.
- Provide families with contact information.
 - How and when can you be reached?
 - How quickly will you respond to questions and concerns?
- Identify logistical barriers and make attempts mitigate the barriers.
- Communicate with families in preferred mode of communication.



FAMILY SPECIFIC STRATEGIES

- Maintain positive and frequent communication with families.
- Present abbreviated information (e.g., images, graphs, tables).
- Provide signage and other forms of communication in home language.
- Encourage families to share their language, culture, and traditions.
- Offer information that enhances students' success.
- Focus on the strengths and resources families bring to a child's educational experience connects the whole strategy together (Baker et al., 2016).


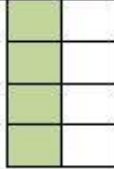
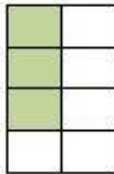


ENLIST FAMILIES

- Explicitly discuss student-specific academic data with families.
- Develop a math talk between families and teachers to encourage student's interest in learning math.
- Provide interactive toolkits.
- Share instructional strategies for home instruction.
- Provide cue cards for homework assistance.

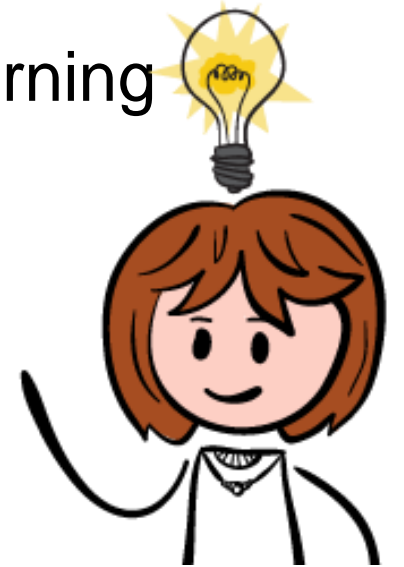


CUE CARD EXAMPLE

Addition With Different Denominators: Try CPR				
Step	Example			
1. Circle the denominator	$\frac{1}{\textcircled{2}} + \frac{3}{\textcircled{8}} = \frac{\square}{\square}$			
2. Picture it!		$\frac{1}{2} =$ $\frac{3}{8} =$	 	$\frac{4}{8}$ $\frac{3}{8}$
3. Rename it!	$\frac{4}{8} + \frac{3}{8} = \frac{\square}{8}$			
4. Sum the numerators	$\frac{4}{8} + \frac{3}{8} = \frac{7}{8}$			

IN THE HOME

- Demonstrate how to support learning
- Provide explicit examples of skills that students are learning
- Share how to interact with reading
- Create learning games that the entire family can play
 - T-Rex
 - What's Missing
 - Matching
- Send home links to websites that provide support for families



INTERACTIVE MATH TOOLKITS

- Include the content learning standard(s) written in family-friendly language.
- Provide a list of the included materials (for distance learning, prepare all materials ahead of time for families to pick up or print out).
- Include a list of materials that families will need to provide (e.g., measuring cups, items for counting, items for reading such as newspapers, cereal boxes).
- Create a cue card with the directions or images or the learning skill being emphasized (Floyd & Vernon-Dotson, 2009; Muir, 2016).



READING WITH CROWD

CROWD Cue Card

Completion- Ask your child to fill in the blank from a sentence or phrase from the shared book.

Recall -Ask your child to retell a part of the shared book.

Open-ended-Ask, your child, to describe what is happening in a picture or a part of the shared book.

Wh-prompts-Ask What, Who, Where, When, or Why from the shared book.

Distancing-Ask connecting questions that relate the story to your child's life.

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A vibrant collage featuring a central group of diverse hands reaching upwards, symbolizing unity and participation. Surrounding the hands are various colorful icons representing digital communication and technology, including speech bubbles, a laptop, a thumbs up gesture, a Wi-Fi symbol, a magnifying glass, a heart, an hourglass, a speech bubble with a star, a speech bubble with a question mark, a speech bubble with an at symbol, a speech bubble with a musical note, a speech bubble with an envelope, a speech bubble with a cursor, a speech bubble with a star, a speech bubble with a thumbs up, a speech bubble with a laptop, a speech bubble with a Wi-Fi symbol, a speech bubble with a heart, and a speech bubble with an hourglass. The background is white, and the icons are scattered around the hands, creating a sense of dynamic interaction.

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