Parent Involvement in Response to Intervention

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Session Overview

- Why is Parent Involvement (PI) important?
- What are the different factors in why parents participate or don't?
- The important concepts to consider at all levels of involvement
  - Specific tools and strategies for involving parents

Why is Parent Involvement important?

1. It's a Title 1 requirement
2. It works
3. Partnering is possible
It’s a Title 1 requirement

No Child Left Behind, Title 1, Part A
• District PI Policy
• School PI Policy
• School/parent compact
• Annual Parent Meeting

It Works
Parent involvement correlates with:
• Higher grades and test scores
• Promotion, passing, earning credits
• Regular school attendance
• Improved social skills and behavior
• Graduation and post secondary education

It works
Learning happens through practice and generalization.
Partnering is Possible

- Students spend 70% of their time outside of school
- Complementary Learning
- Parents are already partners!!

*Education is a Shared Responsibility*

What are the different factors in why parents participate or don’t?

There’s more going on than we see:

- Family factors
- School & educator factors
- Child factors
- Social factors

Family factors

- Parental beliefs and perceptions about:
  - Their importance
  - The critical nature of their involvement
  - Their ability to assist
  - The effectiveness of their involvement
  - The invitations to participate
  - What they have control over

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Hornby & Lafawie, 2011
School-educator factors

- Educator beliefs about:
  - Goals
  - Agendas
  - Shared responsibility for education
  - Attitudes about parent's participation
  - Language

Child Factors

- Age of the child
- Gifts and talents
- Academic challenges
- Behavioral difficulties

Social Factors

- Historical factors
- Parent roles
- Interactions with school
- Demographics
- Gender disparity
- Economic climate
- Political climate
General Concepts in Supporting PI

• Communication is key, of course
• Viewing parents as partners
• Providing support in a tiered framework

Communication

Meaningful, two-way communication
• Clear messages
• Professional interactions
• Home liaison, if needed
• Communication/involvement changes with the level of schooling

Parents as Partners

• Using partnering language
• Asking for parent’s feedback
• Involving parents in decision making processes
Providing support in a tiered framework

• Working with all parents

  Most parents will be involved

• Working with all parents

  Some parents will need more support

• Working with all parents

  A few parents will just not be involved

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Concrete Tools & Strategies

- At the universal level
- At targeted and individual levels of support
- In the special education context

Family Community Toolkit

Excellent resource for PI at all levels of RTI:

http://www.cde.state.co.us/rti/FamilyCommunityToolkit.htm

Universal strategies – For all parents

- Concepts:
  - Use consistent, two-way communication
  - Provide informational resources about RTI
  - Deliver through multiple methods
Universal strategies – For all parents

- Consistent, two-way communication
  - Principal letter to home
  - Teacher letter to home
  - Progress reports
  - Annual survey, parent feedback
  - Partnering language

- Outcome: *Parents feel welcome, important, comfortable*

Universal strategies – For all parents

- Information
  - What is RTI? Parent Information Meeting
  - RTI Brochure in plain language
  - Identified responsibilities
  - School-parent compact (Title 1)
  - Partnering language

- Outcome: *informed, prepared parents*

Universal strategies – For all parents

- The goal of universal parent support: *Established relationship*
  - Parent-teacher conferences are an extension of that relationship
  - Parents feel actively supported to participate at school and at home

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(NCRLD, 2007; NCLD, 2011)
Concepts for PI in the RTI Framework

• Immediate parent notification
• Include parents as full members of the student support team
• The intervention plan is mutually agreed upon
• Parents receive frequent and timely progress information

Immediate parent notification

• Teacher calls, e-mails parents
• Reiterates the concepts of RTI, problem solving
• Respond to initial questions
• Use partnering language
When the student requires RTI support

Invested members of the student support team
- Parents receive specific information about:
  - Child’s needs
  - Interventions
  - Intervention provider
  - Progress reports
- Involved in decision making, invited to all meetings
- Provided with the opportunity to provide support at home

When the student requires RTI support

Frequent updates of progress
- Frequency and method of communication determined in student support meeting
- Two-way: to home and from home

When the student requires RTI support

Outcomes of PI in RTI:
- Improved student success
- Parents feel actively supported to participate at school and home
When the student requires RTI support

But most importantly…

• **If referral is needed, parents view it as a logical next step*** Key Point!!

When special education referral is needed

In special education, PI is mandated:

• Notification letters
• Invitation to Individual Education Plan (IEP) meetings
• Due Process

When special education referral is needed

We can improve PI in the special education process:

• Ensure that referrals are timely, adequate, fair
• Verify that protections for child & parent are in place
• Have referral process documentation ready at each meeting with parents
Maine Parent Federation

Maine Parent Federation
Since 1984... because every family matters

Starting Points for Maine

- Brand new online family community site
- Webinars/articles
- Accessible 24/7
- Take 10s
- 2 minute resources

www.startingpointsforme.org
MPF and RTI

- Provides assistance in understanding processes
- Family/Parent Guidebook
- Provide guidance to developing partnership with school
- FAQ’s
- Resource websites for RTI

Online Resources

- National Center on Response to Intervention
- A Parent’s Guide to Response to Intervention
  - http://www.abcadvocacy.net/ABC%20FAQ%202008.htm
- Schools, Families and a Response to Intervention

Evaluating PI in your school or district

Where to begin??

- Evaluate existing practices and prepare an action plan for PI involvement
- No need to reinvent the wheel, Colorado has taken care of it...

(http://www.cde.state.co.us/rti/downloads/Presentations/FCTK_IV_TieredChecklist.ppt)
The Big Ideas

Incorporating Parents in RTI means:

- Establishing relationships with all parents
- Notifying parents of student difficulties or concerns is an extension of the relationship
- Parents are an integral part of the RTI problem solving process
- Referral to special education is logical conclusion to failure to respond to intervention

References


