

Students' attitudes towards school, achievement and behaviour improve when parents and family members are all involved with the school. Developing strong connections to the adults in a student's life facilitates the development and implementation of effective intervention and supports.

This learning guide is designed for use by instructional leaders and learning communities, or as a self-paced study to explore school-wide behavioural supports.



This learning guide is intended to be used after viewing the video clip [Establishing Home School Partnerships](#).

Big idea: It was soon realized at Anne Fitzgerald School the importance of taking a school-wide approach to behaviour and involving the family. Parents/caregivers with children with behaviour challenges often require strategies as they typically face similar challenges at home.

Key understandings:

- Research supports that school and caregiver partnerships are an essential component of developing effective behaviour support plans.
- It is important to consider how the stigma surrounding children with challenging behaviour can be a barrier to effective communication between school and home environments.
- Parents/caregivers of children with challenging behaviour often report feelings of judgement and embarrassment when discussing their children's behaviour with school staff.
- It is important that school staff approach parents/caregivers empathically by considering such things as what the caregiver's own experiences were with school as well as their current capacity.
- Solution-focused meetings between school staff and parents/caregivers are most effective when they work towards clear and realistic goals.

Questions for discussion:

- How are parents/caregivers included as part of the learning team?
- How do the school and/or teachers collaborate with parents/caregivers if they have divergent approaches to meeting the child's needs?
- How is information communicated with parents/caregivers in parent-friendly ways?
- How are updates communicated with parents/caregivers to keep them informed of their child's progress?

For more information:

Alberta Education (2007). "Positive relationships." Retrieved from learnalberta.ca/content/inspb1/html/1_positiverelationships.html

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