**Positive Parent Contact – FSCA Tip Sheet Brainstorming**

**Team Members:**

Sarah Fefer – Facilitator. Positive Parent Contact study.

Maria – how can we make habit within school systems to reach out parents and communicate earlier on?

Mark - 5th randomized trial at the moment in MS with evidence-based practice. 8 focus groups with diverse stakeholder. One of the themes was around partnership model for families. Mental health literacy as other theme.

Shelby – tip sheet on communication would be very helpful. Fear of educators about how to communicate with families. Lots of times families have had a negative experience so teachers are scared.

Sheri – excited about keeping things simple and she thinks communication is powerful and can take us places. Teach staff to connect with families.

Justyn – just in the last week he’s seen opportunities to improve communication. Views this as a proactive way to improve relationships.

Tyler - interested in training teachers in EBI for family engagement.

John -

**General notes:**

**Across all three tiers may be ideal for tip sheet -- start with tip sheet for tier 2. Quantity of communication, specificity of scripts, and intensity of communication as consideration.**

Practice Brief for PBS Center, and on FSCA website. Incorporated into training.

Opening up with the promise of this with some findings from PPC study. Then get into guidance of how to launch this.

* How to ensure what’s genuine? Emphasis genuine. And varied communication.
* Linked to school-wide expectations
* Recs for how frequently communications may occur (and have this be tier specific)
* Assessing preferences as a component.
* Tier 1 every student has something each quarter, tier 2 weekly, tier 3 closer to daily… include more service providers in communication at tier 3.
* 5:1 as a guiding principle for why we need more positives
* Focus on reinforcement as something all parents like to hear good things about their kids.
* Email or text. Reinforces the teacher as well when they get a response. Opportunities for bidirectional.
* Texting photos or videos as a strategy to promote personalization and focus on getting past language barriers.
* Family screener to assess preferences (step 1).
* Have targets for increasing positive parent contact at different times of year 100 positive contacts on 100th day.
* Dimensions of message effectiveness –specific, genuine, and self-reinforcing.
* Carbon copies of tickets

Script for frequent communication at tier 1.

Less frequent more personalized note that comes back. Thinking about it on a continuum.

How to ensure that there’s buy in from the teacher?

Ideas for school leaders, admin too. Tool kit?

**FOR TIP SHEEET:**

WHY SHOULD YOU CARE, WHY IS THIS WORTH THE TIME? Start with a rationale.

Tips for types of communication and varied communication methods (assessing preferences) -- remind app, dojo, facebook messenger, texts, phone calls, audio texts, etc…

Guidelines for components of effective communication:

-Specific

-Genuine

-Timely (from prevention standpoints) -- proactive and occurring before negative contacts might happen.

-Tied to school rules

-Tied to acknowledgement system (carbon copy, auto email)

Then launch right into the scripts…

Other consideration for tip sheet content:

* Should there be a question or ask of the parents to reply to this? Creating scripts (in multiple languages) for parents to share information from the home about things they catch kids being good in the home.
* Acknowledge that this is not a cookie cutter approach – use this in a way that meets the needs of unique families. Want parents to reinforce the positive behavior and this looks different for different families.
* As a teacher you’re opening up the channel for bidirectional communication, but parent response is not a requirement. Frame it as an option.
* Suite of communication options, per kids. Brief click on things for teachers to gauge how often parents receive communication, do parents want exchange of information… then acknowledge
* When communication becomes reciprocal, keep an ear out to what parents are attending to and sharing. Attending to parent responses and what parents are attending to…

--- **Assessment method to look at preferences for: Content, frequency, and format** – could we develop something that schools could use at the beginning of the year? Get feedback from parents.

 -We would like to share positive things that your kids are doing … what would be your preferences around this?

- What are your top 3 family values? What does student success mean to you?

* Think about how to help kids know that communication is happening between parents and teachers.
* Need to assess teacher preferences for communication and start there…
* Audio messaging as an option, video, photos, etc (to overcome challenges of unpredictability of phone call).

**NEXT STEP: ASK EVERYONE TO CREATE A SAMPLE SCRIPT**

Other possible next steps:

* Think about this as a Teach by Design article out of Oregon.
* Get input from families on scripts eventually and on what to consider for the components of effective communication.